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ABSTRACT

The resource manual is intended to provide information for inservice training on current legislation, activities, and teaching techniques related to adapted physical education for California educators including special education teachers, resource specialists, and regular physical education teachers. The manual is divided into four modules. The first module contains information on legislation, the definition of terms, and identification and referral. The second module focuses on eligibility and assessment. The third module presents activities for special day classes, for the mainstream, and supplemental activities for secondary students. The final module provides an annotated bibliography of approximately 42 citations, a list of California institutions providing training in adapted physical education, and lists of relevant and organizations. In addition to content information, modules typically include trainer's notes, a suggested outline for training, selected handouts, and suggested pretests and posttests. (DB)

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A Resource Manual

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction Sacramento, 1986

Physical Education
for
Individuals with Exceptional Needs

A Resource Manual

Prepared under the direction of the Special Education Division
California State Department of Education

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About the Author

Physical Education for Individuals with Exceptional Needs was developed by Janet A. Seaman. She earned her doctorate in adapted physical education and special education at Indiana University and has been actively involved in teacher training and in-service education in California since 1972. Dr. Seaman has consulted with numerous school districts, SERN, the Joseph P. Kennedy, Jr., Foundation, and special projects.

Dr. Seaman is the author of over 20 articles and research papers and has made over 200 presentations to professional, community, and parents' groups. She is co-author of *The New Adapted Physical Education,* a major textbook in the field of adapted physical education, and is a sought-after speaker at the state and national levels.

Dr. Seaman is a member of the editorial board of the *Adapted Physical Activity Quarterly.* She holds the rank of professor at California State University, Los Angeles, and is director of the Lawrence L. Frank Center of the Crippled Children's Society. She is the recent past-president of the California Association for Health, Physical Education, Recreation, and Dance.

DIVISION OF MANUAL BY MODULE

MODULE NUMBER	SECTION TOPICS	AUDIENCE	TRAINING LEVEL
I	Legislation Definition of Terms Identification and Referral	Special Education Teachers Classroom Teachers Administrators	Awareness Knowledge
II	Pupils' Eligibility and Assessment	Special Class Teachers Adapted/Regular P.E. Teachers Classroom Teachers Parents	Awareness Knowledge Skills
III	Activities for Individuals with Exceptional Needs	Regular Class Teachers Special Education Teachers Parents	Knowledge Skills
IV	Annotated Bibliography	All of the above	Awareness

PREFACE

This manual was designed for the Special Education Resource Network (SERN), Resource Service Center, and was funded by the State Department of Education's Special Education Division. The manual's purpose is to provide information on current legislation, activities, and teaching techniques related to Adapted Physical Education (APE) to SERN and other staff trainers who will design in-service opportunities for Special Education Local Plan Areas (SELPAs) or districts within California. This resource manual may be used to help develop in-service trainings for personnel other than trained adapted physical education specialists. It is designed for special education teachers, resource specialists, and regular physical education teachers.

The manual was designed so that any section can be used without using the entire module. It is suggested that an expert in adapted physical education co-present the manual with the staff development specialist.

Trainer's notes appear on a separate page, at the beginning of each section. If using all the documents in a section is strongly recommended, this recommendation is indicated in the trainer's notes. Otherwise, the trainer would choose pages from the resource manual as appropriate.

The manual is divided into four resource modules as follows:

Module I--Legislation, Definition of Terms, and Identification and Referral

Module II--Pupils' Eligibility and Assessment

Module III--Activities for Individuals with Exceptional Needs

Module IV--Annotated Bibliography

Trainer's Note: Modules I and II contain legal references that were current as of January 1, 1985. However, changes are constantly being made, and it is the responsibility of the trainer to check with the latest copy of: California Administrative Code, Title 5, Education; Title 30, California Education Code; and Federal Law (34 CFR 300.14, PL 94-142, and Section 504 of PL 93-112).

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LEGISLATION, DEFINITION OF TERMS, AND IDENTIFICATION AND REFERRAL

Contents of Module I

	Page
I.A. Legislation	
Trainer's Notes	I-1
Selected Articles from California Education Code Sections*	I-3
Selected Articles from PL 94-142 Regulations*	I-5
Selected Articles from PL 93-112, Section 504, and 45 CFR Part 84*	I-7
Selected Articles from California Administrative Code, Title 5, Education, Regulations*	I-8
Suggested Outline for Training	I-9
Background Information	I-10
Selected Handouts	I-14
Public Law 93-11, Section 504, Rehabilitation Act of 1973, Congressional Intent as It Relates to Physical Education, Athletics, and Extracurricular Services	I-17
Los Angeles Unified School District Introduction Letter for Teachers on PL 94-142, 1977	I-22
The New Adapted Physical Education	I-24
Selected References	I-30
Overhead Transparencies (O.H.)	I-31
Learning Activities	I-33
Pretest	I-34
Pretest Answers	I-35
Post-Test	I-36
Post-Test Answers	I-37
Selected References	I-39
I.B. Definition of Terms	
Trainer's Notes	I-40
The Defining of Special Education	I-42
Terms Used in Professional Literature for Physical Education Services for Individuals with Exceptional Needs	I-43
Legal Definitions of Terms as Found in Title 34, CFR	I-44

*These regulation and code sections are subject to constant revision. Contact your local education agency liaison to the State Department of Education prior to training.

Page

California State Department of Education Definitions . . . I-45
Other Definitions I-47
Suggested Outline for Training I-49
Background Information I-51
State Department of Education Clarification Memo I-52
Overhead Transparencies I-55
Individualized Education Programs I-58
Learning Activities I-61
Pretest I-67
Pretest Answers I-68
Post-Test I-69
Post-Test Answers I-71
Selected References I-73

I.C. Identification and Referral

Trainer's Notes I-74
Definitions from California Education Code I-77
Other California State Department of Education Documents and Federal Regulations I-78
California Education Code--Part 30, Parent Consent I-81
Suggested Outline for Training I-83
Background Information on Making Referrals for Adapted Physical Education (APE) I-84
Selected Handouts I-86
Learning Activities I-98
Pretest I-99
Pretest Answers I-100
Post-Test I-101
Post-Test Answers I-102
Selected References I-103

SECTION I-A
LEGISLATION

TRAINER'S NOTES

This section may be used to verify legal requirements for physical education for individuals with exceptional needs. It includes the code sections relating to adapted physical education from the California Education Code, PL 94-142, Section 504 of PL 93-112, and the 1983 California Administrative Code, Title 5, Education. Any or all of the pages of this section may be used as appropriate. Regulations are quoted on a separate page so that, as new legislation is passed or new regulations approved, replacement pages can be inserted.

Before using this section, check to see that all the materials are included in the packet for this section. These materials should include:

1. Subsections: purpose of the section, overview, and objectives for trainees

2. Relevant sections from California Education Code; PL 94-142; 34 CFR Part 300.14; Section 504 of PL 93-112; Title 5, Education; and California Administrative Code (CAC) Regulations

3. Suggested outline for training

4. Background information

5. Handouts

   a. Hurley, Dianne. "Guidelines for Adapted Physical Education," Journal for Health, Physical Education, Recreation and Dance (June, 1981), 43--45.

   b. Roice, G. Robert. "PL 93-112, Section 504, Rehabilitation Act of 1973 Congressional Intent as It Relates to Physical Education, Athletics, and Extracurricular Service." Los Angeles, April, 1983.

   c. Los Angeles Unified School District Introduction Letter for Teachers on PL 94-142, 1977.

   d. Seaman, Janet A. "The New Adapted Physical Education," California State University, Los Angeles, 1978.

6. Overhead transparencies

7. Learning activities

   a. Exercises to be used during the training session

   b. Assignments for trainees to do outside the session

   c. Pretests and post-tests and answers

8. Selected references

PURPOSE OF THE SECTION

The purpose of this section is to make the training participants aware of the regulations governing adapted physical education and to provide knowledge of specific legislative mandates regarding the delivery of adapted physical education services.

OVERVIEW

The section begins with trainer's notes that indicate how the section is to be used, what preparations are necessary prior to the training session, and what materials are included for the section, followed by supportive information germane to each topic. Pre- and post-tests are provided to measure the finer points relative to the law and physical education. The suggested outline for the training is provided to help the trainer organize the information on legislation. The background information, written in narrative form, integrates the documentation into a readable form to give further cohesiveness to the material for the trainer. Selected handouts are included as are overhead transparencies that highlight key points of regulations and give examples of activities included in each of the activity areas defined in the regulation. For definitions of the activity areas, see overheads (O.H.) I.A.1 and I.A.2. Some sample learning activities are also included. Each section concludes with a selected reference list in lieu of a bibliography. The final module in this series includes an annotated bibliography.

OBJECTIVES FOR TRAINEES

If the entire section is used in the training process, the trainee will be able to:

1. List the numerical citations and intent for at least three sets of laws or regulations governing adapted physical education.

2. Name at least three types of activities that constitute physical education for individuals with exceptional needs based on the regulations covered.

3. List the three levels of physical education services available to individuals with exceptional needs as defined by the California State Department of Education.

SELECTED ARTICLES FROM CALIFORNIA EDUCATION CODE SECTIONS*

I.A.1. California Legislation

Article 4 Implementation

Section 56363

(a) Designated instruction and services as specified in the individualized education program shall be available when the instruction and services are necessary for the pupil to benefit educationally from his or her instructional program. The instruction and services shall be provided by the regular class teacher, the special class teacher, or the resource specialist if the teacher or specialist is competent to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate designated instruction and services specialist shall provide such instruction and services. Designated instruction and services shall meet standards adopted by the board.

(b) These services may include, but are not limited to, the following:

(1) Language and speech development and remediation.
(2) Audiological services.
(3) Orientation and mobility instruction.
(4) Instruction in the home or hospital.
(5) Adapted physical education.
(6) Physical and occupational therapy.
(7) Vision services.
(8) Specialist driver training instruction.
(9) Counseling and guidance.
(10) Psychological services other than assessment and development of the individualized education program.
(11) Parent counseling and training.
(12) Health and nursing services.
(13) Social worker services.
(14) Specially designed vocational education and career development.
(15) Recreation services.
(16) Specialized services for low-incidence disabilities, such as readers, transcribers, and vision and hearing services.

. . . . .

*EC Section 56363 and EC Section 56321 were changed by Senate Bill 1345—chapter 1201, statutes of 1982. EC Section 56344 was changed by Assembly Bill 3049—chapter 644, statutes of 1982.

Section 56321

(a) Whenever an assessment for the development or revision of the individualized education program is to be conducted, the parent of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment. A copy of the notice of parent rights shall be attached to the assessment plan.

. . . . .

Section 56344

An individualized education program required as a result of an assessment of a pupil shall be developed with a total time not to exceed 50 days . . .

SELECTED ARTICLES FROM PL 94-142 REGULATIONS*

I.A.2. The Education for All Handicapped Children Act of 1975

Code of Federal Regulations (CFR) 300.14 Special Education

(a) (1) As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions . . . .

. . . . .

(b) (2) "Physical education" is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance and individual and group games and sports (including intramural and lifetime sports).

(ii) The term includes special physical education, adapted physical education, movement education, and motor development.

. . . . .

300.307 Physical Education

(a) General. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

(b) Regular physical education. Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless:

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) Special physical education. If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

*Education of the Handicapped Regulations, Supplement 103, September 2, 1983.

(d) Education in separate facilities. The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

SELECTED ARTICLES FROM PL 93-112, SECTION 504, AND 45 CFR PART 84*

I.A.3. Rehabilitation Act of 1973 (Section 504 of PL 93-112)

Provides that ". . . no otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. . . ." (29 U.S.C. 706 amended by PL 95-602, Title I, Section 119, November 9, 1978; 92 stat. 2982) The statute, as amended, provides that for the purpose of Section 504, a handicapped person is ". . . any person who (A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record of such impairment, or (C) is regarded as having such an impairment." (Section 7 of the 1973 act)

* * * * *

Section 84.37(c) Physical Education and Athletics (45 CFR Part 84)

(1) . . . A recipient that offers physical education courses or that operates or sponsors interscholastic, club or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

*Federal Register. Vol. 42, No. 86 (May 4, 1977).

SELECTED ARTICLES FROM CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, EDUCATION, REGULATIONS*

I.A.3. Article 5 Implementation, Section 3051 Standards for Designated Instruction and Services (DIS)

Section 3051.5 Adapted Physical Education for Individuals with Exceptional Needs

(a) Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education programs.

(b) The person providing instruction and services shall be qualified.

NOTE: Authority cited: Section 56100(a) and (i), Education Code; 20 U.S.C. 1414(c)(2)(B); 34 C.F.R. 300.600. Reference: 34 C.F.R. 300.307.

*California Administrative Code, Part 30 of the Education Code: Special Education Programs, effective 3/5/82.

SUGGESTED OUTLINE FOR TRAINING

A. Introduction

1. Give pretest on laws governing adapted physical education.
2. Review test; give answers.

B. PL 94-142 and 34 CFR Part 300.14

1. Elaborate on definition of physical education.
2. Describe regulations.

C. PL 93-112, Section 504

1. Elaborate on definition of handicapped.
2. Elaborate on implications of Section 504 regarding extracurricular activities and access to classes.

D. California Education Code

1. Discuss designated instruction and services.
2. Elaborate on delivery options for physical education for students with exceptional needs.

E. California Administrative Code, Title 5, Education, Regulations

1. Discriminate between general, modified, specially designed, and adapted physical education.
2. Discuss qualifications of individuals teaching adapted physical education.

F. Summary

1. Summarize differences and similarities of laws/regulations.
2. Select learning activities.
3. Give post-test on laws governing adapted physical education.
4. Distribute handouts.

BACKGROUND INFORMATION

Adapted Physical Education and the Law

The foundation of all of physical education can be traced to the curative physical regimens found in China in 2700 B.C., a time in which inhabitants of that country practiced activities such as medical gymnastics, preventative exercise, and therapeutic exercise to alleviate physical disorders. In this country, however, the first programs in medical gymnastics began in the late 1800s on the East Coast. The early spread of physical training programs throughout the United States was focused primarily on the care and prevention of illness and disability.

Historically, California has provided services in remedial or special physical education classes for students who are physically handicapped. As early as 1929, the Division of Health and Physical Education in the California Department of Education assisted schools in developing experimental programs of physical education that incorporated corrective exercises. In 1939 physical educators were encouraged to modify activities, correct postural disorders, or provide rest for disabled or ill pupils who could not safely participate in vigorous activities.

In 1952 the American Association for Health, Physical Education, and Recreation (AAHPER) defined the subdiscipline of adapted physical education as:

> A diversified program of developmental activities, games, sports, and rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. (AAHPER, 1952)

This definition has served as the primary guideline for adapted physical education since that time. AAHPER was restructured into an alliance of associations in the 1970s and in 1980 added the word Dance to its name, and became known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Interest to provide programs to meet the needs of all students and the concern to have a legal basis for operation of such programs and for formal guidelines to reimburse districts grew in California. These needs led to the formation of a statewide task force under the direction of a consultant for physical education in the California State Department of Education in 1954. Its purpose was to discuss with school districts the problems encountered in their attempts to implement physical education programs for students with disabilities. As a result of the work of this task force regulations known as Article 20.1 of the California Administrative Code, Register 55, No. 8, were approved by the Superintendent of Public Instruction on July 1, 1955, and adopted by the State Board of Education. During the next 12 years only minor changes were made to the regulations.

In 1967 the California State Department of Education published a guide entitled Instruction of Physically Handicapped Pupils in Remedial Physical Education. However, since passage of PL 94-142 and the implementation of the State Master Plan for Special Education, changes in the delivery of services have taken place so rapidly that no official guidelines have been developed. The Department's document, under which all physical education currently is directed, is the Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve. Thus, adapted physical educators, classroom teachers, special educators, and their administrators have relied on regulations from the California Administrative Code, Title 5, Education, Part 30, Special Education Programs, 1982.

In 1979 the State Board of Education approved issuance of an emphasis credential in adapted physical education. This approval was the result of recommendations from a California Association for Health, Physical Education, Recreation and Dance (CAHPERD) task force (CAHPERD is the professional organization for adapted physical education specialists.) The California Administrative Code, Title 5, Education, was appropriately changed to designate this credential as the qualifying certification for all teachers of adapted physical education employed by a school district after September 1, 1980. Universities and colleges throughout the state that offer approved programs in adapted physical education are listed in Module IV, Annotated Bibliography.

In the early 1970s when the original master plan for special education (AB 4040) was written, the term adaptive physical education came into use. It still appears in many documents and is sometimes casually or knowingly used by those who have heard it or seen it used in literature. The term adaptive has been changed in more recent California documents to adapted, as it appears in professional literature.

Although various aspects of specific mandates will be discussed throughout these training materials, the basic elements of legislation as they pertain to physical education shall be discussed here.

Federal legislation shapes educational practice. PL 93-112, the Rehabilitation Act of 1973 (especially Section 504), and PL 94-142, the Education of All Handicapped Children Act of 1975, are two such pieces of legislation. These served to form current state legislation, namely Senate Bill 1870, Chapter 797--Statutes of 1980 (EC \$56363[a][b][5]) and its accompanying regulations (those sections of California Administrative Code, Title 5, Education, which apply to special education). The underlying intent and mandate of these laws is to provide all students an appropriate education suited to their needs, challenging to their potential, and delivered in a context in which each student can best learn.

Appropriate integration into the regular classroom has been in the spotlight. Placement in appropriate physical education programs, however, has not received as much attention, nor have those services been defined as well (e.g., mainstreaming). Both federal and state mandates require that consideration be given to a student's motor needs when determining the appropriate placement for physical education services. In California the regular (general) physical education program is designed primarily for students needing no modifications to the program. Such a program may be an appropriate placement for

some students with exceptional needs. However, within the regular physical education program, other students with exceptional needs may receive modified physical education with minor changes made in the regular curriculum, equipment used, time spent in vigorous activity, or other such modifications. Students who cannot successfully participate in regular physical education, even with modifications, may be more appropriately served in adapted physical education where they may receive specially designed education services with other special education students. This class may be taught by the classroom teacher, a regular physical educator, or an adapted physical educator. Still other students, whose needs cannot be met in any of the previously mentioned contexts, may qualify for adapted physical education that must be taught by a qualified adapted physical education specialist. Placement must be made in the least restrictive environment to meet each student's needs. Criteria for qualifying for adapted physical education shall be discussed later under sections that describe such eligibility criteria.

What should constitute any of the services described in the preceding paragraph is sparingly specified by definitions in the pieces of legislation already cited. Regulations promulgated by PL 94-142 define physical education as including a myriad of activities that are not only to be presented but that also have the capabilities of developing specific movement qualities. For example, the regulations require that ". . . physical education and motor fitness . . ." (Federal Register, August 1977) be developed. Thus, teachers are obligated to go beyond simply providing exercises, such as running, to accomplish this, but should also monitor and develop this skill. A great challenge is then presented to the educator delivering regular, modified, specially designed, or adapted physical education services. The California State Board of Education, in response to the challenge, initiated an Emphasis Credential in Adapted Physical Education that defines qualifications needed for teaching adapted physical education. The American Alliance for Health, Physical Education, Recreation, and Dance also saw the need for establishing guidelines for the preparation of adapted physical educators. The article, "Guidelines for Adapted Physical Education," by Dianne Hurley is part of this module (p. I-14) and includes those guidelines.

Section 504 of the Rehabilitation Act implies much of the same educational mandate as PL 94-142, along with all encompassing civil rights issues. This law protects the rights of persons with handicaps and reflects the government's commitment to end discrimination on the basis of handicap. The regulations apply to all recipients of federal financial assistance (e.g., public schools) and specify that their programs must be operated without discrimination on the basis of handicap and that reasonable accommodation is expected. This means that both facilities and programs must be accessible. School physical education programs having movement as their medium, therefore, must be conducted in facilities that are accessible to individuals with handicapping conditions and all must have an equal chance to participate in movement programs if they are otherwise qualified. For example, a class such as self-defense that is open to all students cannot legally be held on the second floor of a building that has no elevator or ramp. Reasonable accommodations must be made to allow all students, handicapped and nonhandicapped, to learn the skills taught in the class. This accommodation is normally provided in the district plan for compliance with the Section 504 requirements.

Section 504 also has implications for extracurricular activities. Certainly, a student in a wheelchair or one on crutches would not be eligible to play on the football team. A visually impaired or hearing impaired student would be eligible and, therefore, must be given the opportunity to try out if he or she is otherwise qualified. Furthermore, the act stipulates that, where reasonable accommodation is not possible, comparable but separate opportunities must be provided. Thus, some schools with a large number of disabled students in the integrated regular physical education classes or separate special education schools are directed to develop comparable extracurricular activities (such as intramural sports and athletics for students with disabilities).

Professionals wishing to stay current with relevant legislation as it changes or is written can join the California Association for Health, Physical Education, Recreation, and Dance, contact consultants from the Special Education Division of the State Department of Education, or consult their local district or office of the county superintendent of schools.

GUIDELINES
For Adapted Physical Education

Dianne Hurley

In response to growing concern regarding the role of the adapted physical education specialist, Leon Johnson and Lane Goodwin of the Adapted Physical Education Academy, Wayne Osness, then-President of the National Association for Sport and Physical Education (NASPE), and Julian Stein, AAHPERD Unit on Programs for the Handicapped, met in Kansas City in 1977. Although a Board of Governors-authorized conference cosponsored by the three structures dealing with physical education for the handicapped (the Adapted Academy, the Therapeutics Council, and the Unit on Programs for the Handicapped) was cancelled due to financial constraints, a Task Force on Adapted Physical Education charged with the developing teaching competencies was formed.

The Task Force, consisting of 13 representatives of the three structures, met in July 1979 in Kansas City. The first draft of the Guidelines was subsequently presented at state and district conventions for reaction and response from professionals across the nation. To assure wider dissemination, the Guidelines were published in the January 1980 *IRUC Briefings.* Readers were encouraged to offer their reactions and comments. Responding to feedback from these sources, the Task Force revised the Guidelines prior to the 1980 Detroit National Convention. After revised Guidelines were approved by the Task Force, the final Guidelines were submitted to and approved by the Professional Preparation Committee of the College and University Council of NASPE.

Task Force members included: G. Robert Roice, Los Angeles County Public Schools; Karen De Pauw, Washington State University; Larry Irmir, Phoenix Public Schools; and Ernie Bundschuh, University of Georgia, all from the Adapted Academy. Also Dianne Hurley, University of Northern Colorado; John Dunn, Oregon State University; Robert Strauss, Trinity University; and Ellen Lubin, California State University–Pamona, all from the Therapeutics Council. Also Robert L. Holland, State of Ohio, Department of Education; Susan J. Grosse, Milwaukee Public Schools; Joseph H. Huber, Bridgewater State College; Emilo DaBramo, Marmaromeck Public Schools, New York; and Julian Stein, AAHPERD, all from the Unit on Programs for the Handicapped.

It should be noted that these Guidelines identify competencies, but they do not address the areas of learning activities (i.e., practicums), evaluation techniques, or performance criteria. The Task Force felt these areas are the responsibility of those using the Guidelines.

As presented here, the Guidelines are limited to competencies necessary for the adapted physical education specialist. As the generalist will be increasingly responsible for meeting physical and motor needs of students with disabilities in regular physical education classes, competencies in adapted physical education were also developed for the physical education generalist. These Guidelines were submitted to a NASPE Task Force charged with the responsibility for developing a competency based undergraduate professional curriculum in physical education.

The adapted physical education specialist also should possess the competencies identified for the generalist. The adapted physical education specialist is an individual who is not only capable of teaching students with various disabilities who are integrated into regular physical education classes, but also the more disabled students requiring a special physical education program.

Photo: Ross Photos

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Guidelines for Adapted Physical Education

1.0 Biological Foundations

1.1 KINESIOLOGY

1.1.1 Demonstrate ability to apply understanding of motor dysfunctions and their implications to adapted physical education programs.

1.1.2 Demonstrate ability to apply understanding of neurological disorders and their implications to motor functioning.

1.1.3 Demonstrate ability to apply understanding of deviations from normal physical growth and development to analyses of motor skills.

1.1.4 Demonstrate proficiency in evaluating and analyzing motor skills.

1.1.5 Demonstrate ability to apply understanding of unique structures of individuals with disabilities to individualized instruction in adapted physical education.

1.1.6 Demonstrate ability to apply biomechanical principles which affect motor functioning to wheelchair, crutch, braces, and artificial limb use.

1.1.7 Demonstrate ability to apply biomechanical principles which affect motor functioning to posture, and neurological, muscular, and other specific physical health needs.

1.2 PHYSIOLOGY OF EXERCISE

1.2.1 Demonstrate knowledge of how dysfunctions affect physiological responses to exercise.

1.2.2 Demonstrate ability to design instructional physical education programs in accordance with essential physiological considerations and principles specific to individuals with disabilities.

1.2.3 Demonstrate proficiency in conducting instructional physical education programs in accordance with essential physiological considerations and principles specific to individuals with disabilities.

1.2.4 Demonstrate ability to apply research findings in the area of exercise physiology specific to individuals with disabilities.

1.3 PHYSIOLOGICAL AND MOTOR FUNCTIONING

1.3.1 Demonstrate ability to apply an understanding of physiological functioning of individuals with physical, mental, sensory, neurological and other specific health needs to programs designed to improve motor performances of these individuals with disabilities.

1.3.2 Demonstrate ability to apply an understanding of physiological motor characteristics for individuals with physical, mental, sensory, neurological and other specific health needs to programs designed to improve motor performance of these individuals with disabilities.

1.3.3 Demonstrate ability to apply techniques for the prevention and care of injuries specific to individuals with specific disabilities.

2.0 Sociological Foundations

2.1 SPORT, DANCE, AND PLAY

2.1.1 Demonstrate ability to analyze the role and significance of sport, dance, and play in the lives of individuals with disabilities.

2.1.2 Demonstrate understanding of roles and significance of lifetime physical activities for individuals with disabilities.

2.1.3 Demonstrate understanding of influences of community social agencies on sport, dance, and play in lives of individuals with disabilities.

2.2 COOPERATIVE/COMPETITIVE ACTIVITIES

2.2.1 Demonstrate ability to apply understanding of potential for human interaction and social behavior occurring in cooperative/competitive activities for individuals with disabilities.

2.2.2 Demonstrate ability to work and cooperate with organizations which conduct adapted sport, dance, and play programs and activities for individuals with disabilities.

2.3 SOCIAL DEVELOPMENT

2.3.1 Demonstrate ability to apply understanding of the potential that sport, dance, and play provides for social interaction among individuals with and without disabilities.

3.0 Psychological Foundations

3.1 HUMAN GROWTH AND DEVELOPMENT

3.1.1 Demonstrate ability to apply understanding of deviations in normal human growth and development of individuals with physical, mental, sensory, neurological, and other specific health needs.

3.1.2 Demonstrate ability to apply understanding of atypical motor development to individuals with disabilities.

3.2 MOTOR LEARNING

3.2.1 Demonstrate ability to apply principles of motor learning to individuals with specific physical and motor needs.

3.2.2 Demonstrate ability to apply principles of motivation on development of motor skills by individuals with disabilities.

3.3 SELF-CONCEPT AND PERSONALITY DEVELOPMENT

3.3.1 Demonstrate understanding of how participating in physical and motor activities contributes to positive self-concepts of individuals with disabilities.

3.3.2 Demonstrate ability to apply understanding of how interpersonal relationships are affected by participation in physical and motor activities.

3.3.3 Demonstrate ability to apply skills and techniques to assist individuals with disabilities overcome additional barriers which can affect interpersonal relationships and development of positive self-concepts.

3.4 MANAGEMENT OF BEHAVIOR

3.4.1 Demonstrate ability to apply appropriate techniques for managing behavior (i.e., behaviorism, existentialism, humanism).

3.4.2 Demonstrate ability to apply techniques of motivation to enhance acceptable behavior and promote motor performance.

4.0 Historical-Philosophical Foundations

4.1 HISTORICAL DEVELOPMENT

4.1.1 Demonstrate understanding of the historical development of adapted physical education.

4.1.2 Demonstrate understanding of roles and significance of professional and voluntary organizations on development of professional standards, ethics, and programs related to adapted physical education.

4.2 PHILOSOPHICAL DEVELOPMENT

4.2.1 Demonstrate understanding of philosophies of adapted physical education.

4.2.2 Demonstrate ability to apply a personal/professional philosophy of adapted physical education.

4.2.3 Demonstrate understanding of current issues and emerging trends in adapted physical education and their philosophical significances.

4.2.4 Demonstrate understanding of ways individuals with disabilities realize and express their individualities and uniquenesses through physical education, sport, dance, and play programs.

5.0 Assessment and Evaluation

5.1 PROGRAM GOALS AND OBJECTIVES

5.1.1 Demonstrate ability to apply goals and objectives of adapted physical education.

5.1.2 Demonstrate ability to develop instructional objectives which lead to fulfillment of physical education goals in psychomotor, affective, and cognitive domains by individuals with disabilities.

5.2 SCREENING AND ASSESSMENT

5.2.1 Demonstrate proficiency in applying appropriate instruments and procedures for measuring levels of physiological, biomechanical, and psychomotor functioning of individuals with disabilities.

5.2.2 Demonstrate proficiency in applying appropriate criteria in constructing assessment instruments for measuring physical and motor performances of students with disabilities.

5.2.3 Demonstrate proficiency to interpret assessment results of students with disabilities in terms of physical education goals and objectives.

5.3 EVALUATION

5.3.1 Demonstrate proficiency in applying appropriate instruments in determining physical and motor needs of individuals with disabilities.

5.3.2 Demonstrate proficiency in applying principles of evaluation in determining student progress in adapted physical education.

6.0 Curriculum Planning, Organization, and Implementation

6.1 PROGRAM PLANNING

6.1.1 Demonstrate proficiency in planning instructional programs to meet needs of students with disabilities emphasizing the following areas:

- physical and motor fitness
- fundamental motor skills and patterns
- Skills in aquatics, dance, individual and group games and sports, including lifetime sports and leisure skills.

6.1.2 Demonstrate ability to plan individual physical education programs based on goals and objectives established by an interdisciplinary team.

6.1.3 Demonstrate ability to adapt physical and motor fitness activities, fundamental motor skills and patterns, aquatics and dance, and individual and group games and sports, including lifetime sports and leisure skills, to accommodate needs of individuals with disabilities.

6.1.4 Demonstrate understanding of organizations that govern adapted sports and games.

6.2 INDIVIDUAL INSTRUCTION

6.2.1 Demonstrate ability to apply strategies for individualizing instruction for students with disabilities in a variety of instructional settings.

6.2.2 Demonstrate ability to apply task analysis techniques in the process of individualizing instruction.

6.2.3 Demonstrate ability to implement appropriate physical education programs for individuals with disabilities based on each student's current level of performance.

6.3 PROGRAM IMPLEMENTATION

6.3.1 Demonstrate ability to implement appropriate physical education curricula for individuals with disabilities based upon adequate supportive factors (i.e., administrative policies, facilities, equipment, faculty, and community).

6.3.2 Demonstrate ability to function effectively as a member of an interdisciplinary team.

6.3.3 Demonstrate ability to apply appropriate techniques for facilitating interdisciplinary communication among all persons working with individuals with disabilities.

6.4 SAFETY CONSIDERATIONS

6.4.1 Demonstrate ability to apply principles of safety to wheelchair transfers, lifts, and assists needed when individuals with disabilities participate in physical activities.

6.4.2 Demonstrate understanding of scientific bases for specifically contraindicated exercises and activities for individuals with disabilities.

6.5 HEALTH CONSIDERATIONS

6.5.1 Demonstrate ability to apply principles of appropriate health practices to participation in physical and motor activities by individuals with disabilities.

6.5.2 Demonstrate understanding of effects of medication, fatigue, and illness on mental, physical, and motor performances of individuals with disabilities.

6.5.3 Demonstrate understanding of implications of personal hygiene, posture, and nutrition for individuals with disabilities.

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PUBLIC LAW 93-11
SECTION 504, REHABILITATION ACT OF 1973
CONGRESSIONAL INTENT AS IT RELATES TO
PHYSICAL EDUCATION, ATHLETICS, AND EXTRACURRICULAR SERVICES

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NONDISCRIMINATION ON THE BASIS OF HANDICAP IN PROGRAMS AND ACTIVITIES RECEIVING OR BENEFITING FROM FEDERAL FINANCIAL ASSISTANCE

On September 26, 1973, the Rehabilitation Act of 1973 became law. Section 504 of that Act reads as follows:

> No otherwise qualified handicapped individual in the United States, as defined in section 706(6) of this title, shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. (P.L. 93-112, Title V, §504, Sept. 26, 1973, 87 Stat. 394; amended P.L. 95-602, Title I §119, Nov. 9, 1978, 92 Stat. 2982.)

This section broke new legislative ground in that it was the first major statutory civil rights enactment that protected the rights of handicapped persons. The language of Section 504 is almost identical to the nondiscrimination provisions of Section 601 of Title VI of the Civil Rights Act of 1964 and Section 901 of Title IX of the Educational Amendments of 1972 and, like those statutes, establishes a governmentwide policy against discrimination in federally assisted programs and activities--in this case, on the basis of handicap.

Section 504, however, differs conceptually from both Title VI and Title IX. The premise of both Title VI and Title IX is that there are no inherent differences or inequalities between the general public and the persons protected by these statutes and, therefore, there should be no differential treatment in the administration of federal programs. The concept of Section 504, on the other hand, is far more complex. Handicapped persons may

require different treatment to be afforded equal access to federally assisted programs and activities, and identical treatment may, in fact, constitute discrimination. The problem of establishing general rules as to when different treatment is prohibited or required is compounded by the diversity of existing handicaps and the differing degree to which particular persons may be affected. Thus, under Section 504, questions arise as to when different treatment of handicapped persons should be considered improper and when it should be required.

Because the concepts underlying Section 504 were new and complex and few judicial precedents existed in this area, the very general language of the original statute created serious problems of interpretation. There was almost no substantive legislative history surrounding the development and enactment of Section 504. There were, for example, no public hearings accompanying the original bills, and there was almost no substantive floor debate. Only in December, 1974, during passage of the Rehabilitation Act amendments, did Congress attempt to clarify its intent in enacting Section 504 and to articulate this intent in a manner which could be used by the Department as guidance in its efforts to administer the Act.

In particular, the 1974 amendments yielded a new definition of the term "handicapped person," the original definition having been so narrow as to exclude from coverage many persons intended to be protected.

As amended, the statute provided that, for the purpose of Section 504, a handicapped individual is:

> §104.3 Definitions
>
> (j) . . . any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

This definition, which became law on December 7, 1974, makes it clear that Section 504 was enacted to prevent discrimination against all handicapped individuals, regardless of their need for or ability to benefit from vocational rehabilitation services. Therefore, not only employable disabled persons, but also persons whose employability is nonexistent or marginal, such as persons with severe handicaps, are included within the protective reach of Section 504.

Section 104.4 contains general prohibitions against discrimination applicable to all recipients of assistance from this Department and to the programs and activities operated by such recipients. Of particular note in paragraph (b)(1) of this section are the prohibitions against providing services to handicapped persons that are not comparable to those provided to nonhandicapped persons. The notion of comparable opportunity is intended to encompass the concept of equivalent, as opposed to identical, services and to emphasize the fact that the individual needs of handicapped persons must be met to the same extent that the corresponding needs of nonhandicapped persons are met in order to avoid discrimination on the basis of handicap.

Section 104.37 requires a recipient to provide nonacademic and extracurricular services and activities in such manner as is necessary to afford handicapped students an equal opportunity for comparable participation in such services and activities. Because these services and activities are part of a recipient's educational program, they must, in accordance with the provisions of §104.35, be provided in the most normal setting feasible. Paragraph (c)(2) of §104.37 does permit separation or differentiation with respect to the provision of physical education and athletic activities, but any such action must be necessitated by considerations of health and safety or by the interests of the students. Little separation or differentiation will be necessary, because most handicapped students are able to participate in one or more regular physical education and athletic activities. For example, a student in a wheelchair can participate in regular archery courses, just as a deaf student can participate in wrestling.

The awarding of athletic scholarships is not prohibited by these provisions. Moreover, it will not be considered discriminatory to deny, on the basis of handicap, an athletic scholarship to a handicapped person if the handicap renders the person unqualified for the award. For example, a student who has cerebral palsy and is in a wheelchair could be denied a varsity football scholarship on the basis of handicap, but a deaf person could not, solely on the basis of handicap, be denied a scholarship for the school's diving team. The deaf person, however, could be denied the scholarship on the basis of comparative diving skill.

Paragraph (a) of §104.48 establishes the same standards concerning nondiscrimination in the provision of physical education courses and athletic programs as does §104.37 of Subpart D, discussed in the preceding paragraphs, and will be interpreted in a similar fashion.

Public Law 93-112, Section 504

§104.1 Purpose

The purpose of this part is to effectuate Section 504 of the Rehabilitation Act of 1973, which is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance.

§104.4 Discrimination prohibited

(a) General. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any programs or activity which receives or benefits from federal financial assistance.

§104.37 Nonacademic services

(a) General. (1) A recipient to which this subpart applies shall provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.

(2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipients, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the recipient and assistance in making available outside employment.

(c) Physical education and athletics. (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to nonhandicapped students only if separation or differentiation is consistent with the requirements of Regulation 104.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

§104.43 Treatment of students; general

(a) No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education program or activity to which this subpart applies.

(b) A recipient to which this subpart applies that considers participation by students in education programs or activities not operated wholly by the recipient as part of, or equivalent to, an education program or activity operated by the recipient shall assure itself that the other education program or activity, as a whole, provides an equal opportunity for the participation of qualified handicapped persons.

(c) A recipient to which this subpart applies may not, on the basis of handicap, exclude any qualified handicapped student from any course, course of study, or other part of its education program or activity.

(d) A recipient to which this subpart applies shall operate its programs and activities in the most integrated setting appropriate.

§104.47 Nonacademic Services

(a) Physical education and athletics. (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors intercollegiate, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different only if separation or differentiation is consistent with the requirements of Regulation 84.43(d) and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

LOS ANGELES UNIFIED SCHOOL DISTRICT INTRODUCTION LETTER
FOR TEACHERS ON PL 94-142, 1977*

The Education of All Handicapped Children Act (PL 94-142) is designed to ensure that all handicapped children have available to them a free appropriate public education that includes special education and related services to meet their unique needs. In addition, the law ensures that the rights of handicapped children and their parents are protected, provides assistance to states and localities in providing for the education of all handicapped children, and requires assessment to ensure the effectiveness of efforts to educate these children.

Regulations provide the details for administering mandates of the law. "Physical education" is defined as follows: the term means the development of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development.

In addition, the public agency responsible for the education of a handicapped child shall take steps to ensure that physical education provided to that child is comparable to services provided to nonhandicapped children. Other stipulations mandate that each state and local educational agency shall provide nonacademic and extracurricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities. Nonacademic and extracurricular services and activities include athletics, health services, recreational activities, special interest groups, or clubs sponsored by the state or local educational agency.

In addition, each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless the child is enrolled full time in a separate facility, and/or the child needs specially designed physical education as prescribed in the child's individualized education program. If specially designed physical education is prescribed, the public agency responsible for the education of that child shall provide services directly or make arrangements for it to be provided through other public or private programs.

Recreation as a related service has been defined as: "assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education." This expansion of the individualized education program to include recreation will provide a continuum of recreational services and opportunities more consistent with the varied needs of handicapped children and the real intent of the legislation itself.

Each state and local educational agency shall ensure that an individualized education program is provided for each handicapped child who is receiving or will receive special education. The individualized education program for each child must include:

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- A statement of the child's present levels of educational performance
- A statement of goals, including short-term instructional objectives
- A statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs
- The projected dates for initiation of services and the anticipated duration of the services
- Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved

Planning meetings in which each child's individualized education program is developed are to include the following participants: a representative of the local educational agency other than the child's teacher, who is qualified to provide or supervise the provision of special education, the child's teacher, one or both of the child's parents (subject to 121 a. 345), the child (where appropriate), and other individuals at the discretion of the parent or agency (California state law is more specific on team membership, EC 56341).

Other specific considerations of the law that have both direct and indirect implications for physical educators, recreation personnel, and other school staff include: delineation of due process procedures to guarantee and protect rights of both children and parents, assurances of confidentiality of information, specific evaluation protection against single or diagnostic and assessment procedures, and delineation of least restrictive environment as containing a continuum of alternative placements.

THE NEW ADAPTED PHYSICAL EDUCATION

Recent federal legislation and state mandates are significantly affecting physical education for the student with special needs, and all physical educators must be prepared to meet the challenge. The State Master Plan for Special Education, implemented in a few districts in 1973 on a pilot basis, called for a delabelling of students in special education and a return to regular classrooms for those pupils who can be successful in all or parts of the regular curriculum. The greatest impact, however, has been felt as a result of Public Law 94-142, The Education of All Handicapped Children Act of 1975. In concert with California's Master Plan, this far-reaching Act ensures the rights of all handicapped (ages three to twenty-one) to "a free, appropriate education . . . in the least restrictive environment." To educators in general, this means that students who heretofore have been segregated into special schools or special classes will be mainstreamed into regular schools and classes when that is deemed the least restrictive environment. For educators of physical education, the impact will take two forms: (1) more severely physically handicapped students will be attending regular schools, therefore necessitating more adapted physical education classes that require a more comprehensive set of curricular offerings; (2) more subtly handicapped students (e.g., learning disabled, language handicapped, mentally retarded, and so on) will be mainstreamed into regular physical education classes. Even further implications accompany Section 504 of the Rehabilitation Act of 1973, which demands equal access to extracurricular activities, i.e., athletics, intramurals, and so forth, and separate, but equal programs when those are appropriate, such as sports performed in wheelchairs, Special Olympics competition for the retarded, and the like.

Besides the challenge of teaching more severely handicapped students in contexts in which they previously were excluded or their identity concealed, further challenges are confronting physical educators to use skills never before required or perhaps acquired. Mandates call for an assessment of current levels of performance, the identification of long-term goals and short-term instructional objectives, an indication as to when those objectives will be met, and an individualized education program (IEP) that will be used for each student to help in meeting the established objectives.

Traditionally, physical educators have been prepared to test and measure skills, abilities, fitness, or knowledge almost exclusively for the purpose of assigning grades or classifying students (e.g., for placement, making up teams, tournaments, and so on). Little emphasis has been placed on the assessment process in the profession of physical education. Now, by law for students with special needs, physical educators must embrace a plan of assessment and planning of the program for compliance with the law and, most of all, for meeting the individual needs of their students.

Assessment goes beyond the basic measurement process learned by all physical educators in their undergraduate, major program. Assessment, for the purpose of compliance, means data gathering as practiced in its traditional application and then interpretation of test results and observations for the purpose of planning an individualized education program for each student with

special needs. The current level of performance, as stated in the law, means more than just measurement of fitness and skills in sports. Therefore, the assessment process will require gathering data on: physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and games and sports for individuals and groups. These are the areas of instruction required by the law and hence should be the focus of assessment to gather data for planning the program.

Assessment can take many forms, the most desirable of which is the use of standardized instruments accompanied by age norms. Most fitness tests have age norms expressed in percentiles (e.g., California Physical Performance Test, Youth Fitness Test by AAHPER, and the Special Fitness Test for the Retarded by AAHPER/Kennedy Foundation). Fitness tests can be administered in groups rather efficiently and reveal weaknesses in basic components of motor performance, such as strength, agility, flexibility, and so forth.

Assessment of fundamental motor skills and patterns (some of which are called developmental profiles) usually rely heavily on observational techniques applied individually in either a structured or unstructured context. Their use usually results in age-equivalent scores for identifying the developmental level of a student. Instruments of this type include the Denver Developmental Scale, the Gessell, and instruments developed by Ilg and others. Motor ability tests such as the Lincoln-Oseretsky Test of Motor Abilities, the Iowa Brace Motor Ability Test, and so on, include a wide variety of novel tasks. These instruments sample the students' abilities to combine fundamental movements effectively and usually result in scores that can be compared with norms. Additional aspects sampled by motor ability tests include some fitness components as well as perceptual-motor performance. Some instruments, such as the Purdue Perceptual Motor Survey, measure perceptual motor performance more directly but, like motor ability tests, they must be administered individually, a luxury many educators of physical education cannot afford.

Assessment of skills in aquatics, dance, game, and other sports should take the same form in the data gathering stage as that used for any other student. These skill tests usually fit into a category known as criteria referencing tests. That is, a known or accepted standard or criteria of performance is used, against which each student's performance is compared. For example, a specific standard is set (by rules of the game, human mechanics, and so on) for ground strokes in tennis. A tennis backboard test, then, compares each student's forehand and backhand drives against that standard. Their performance is scored on the basis of the number of strokes meeting the criteria (e.g., hitting the backboard above the net line, bouncing only once on the return, and so on).

The most valuable tool of educators of physical education is observation. Many good instruments, commercially available, are not extremely practical for educators because of the time needed to administer them, the individual nature of the testing conditions, or the training needed to reliably administer them. The educator of physical education often can gather far more valid and usable information by systematically observing students with special needs as they involve themselves in activities of the class. The key to good observational technique, however, is seeing what one is looking at. Even the untrained eye of a parent or classroom teacher can identify a child who is clumsy, has poor

coordination, or is awkward. It takes the skill of a trained observer to identify what the child is doing during the execution of a motor task that results in one's correct conclusion that he or she is poorly coordinated. Once one has specifically identified and described what one has seen, one must then compare that performance with some predetermined criteria (i.e., what similar, previous students have been capable of in the past, developmental milestones, or criteria references) to make the judgment that this is an area of deficiency and, therefore, presents a need for special programming. The physical educator being able to distinguish between style of learning and motor deficiencies is also important. Many youngsters in regular physical education classes may perform poorly due to mental retardation, learning disabilities, or language handicaps and, therefore, may need to be referred to another specialist for assessment of performance variables falling outside the realm of physical education.

Although physical education literature includes a variety of goals to be achieved by all children, PL 94-142 requires that annual goals be stated in each student's IEP, accompanied by short-term instructional objectives. Goals are not difficult to determine, once each student's current level of performance has been identified. In either a regular or a separate class, students can be grouped according to common needs to work on specific activities that are aligned to common goals. Other strategies for organizing the class will be discussed later in this publication.

Writing objectives of performance need not be difficult either, as long as they include three elements: (1) a description of the performance one will observe the student doing, (2) the conditions under which the performance will take place, and (3) the accuracy or criteria that must be met to determine that the performance has been learned or the objective met. A statement, such as--"Susan will increase abdominal strength by the end of the school year"--is an example of a goal. "Susan will do 25 sit-ups in the bent-knee position in a period of one minute" is an objective of performance. Sit-ups, in this example, is the performance anyone can observe Susan doing; "in the bent-knee position" describes the conditions under which the performance will be done; and "25 . . . in a period of one mimute" describes the criteria that Susan must meet before her teacher can say she has achieved the objective. Achievement of this, and other similar objectives, is evidence that Susan is working toward the goal of increased abdominal strength.

For students identified as having special needs, physical educators will need to begin thinking of varying contexts within which physical education can take place. A continuum of services is a concept and practice used in special education whereby services are delivered in settings ranging from most restrictive environment (e.g., hospital or institutional schools) to the least restrictive environment (e.g., special or no help in regular classes). A continuum of services is available in physical education as well, if one considers a full-time placement in a remedial physical education class to be the most restrictive environment and full-time participation in a regular class as being the least restrictive environment. Various forms of organization of the class and structure of the program can be used to allow students with special needs to flow in and out of teaching stations and instructional units based on his or her needs and the individualized education program (IEP). For example, a student with cerebral palsy who needs to do stretching exercises could perform

an individually prescribed exercise routine on Monday, Wednesday, and Friday with the adapted physical education class, check in with the adapted teacher on Tuesday and Thursday, and swim with Teacher A's class those days for a nine-week unit. The student could then check in with the adapted teacher daily and join Teacher B's modern dance class for the second nine-week unit. The method of using a circuit course for the development of fundamental skills, patterns, or components of movement allows students to perform at their own level at each station and work at their own pace. The concept of learning centers can be used to allow each student, perhaps after a group's or individual's warm-up period, to work on skills, patterns, or components that have been found, on initial assessment, to be deficient. The teacher can then use referencing of criteria on the performance objectives in the IEP against which to compare each student's performance when the student is ready.

Peer teaching, used very successfully in some programs, can serve several functions: (1) to provide more intensified instruction by having a one-to-one ratio; (2) to develop a sense of responsibility and awareness among the nonhandicapped; and (3) to provide a valuable interpersonal experience for both handicapped and nonhandicapped students. At the secondary level, peer teaching could also fit the description of cross-aged tutoring, with upper class status being required to qualify as a peer teacher for lower classmen. Girls' and boys' letterperson's clubs could also be used as a resource pool from which to draw peer teachers. The peer teachers do not have to be outstanding performers themselves. Personal qualities such as patience, empathy, and the ability to establish good peer relationships are far more important.

Along with the statement of physical education and the segment of the continuum of services within which each student will participate, a statement of related services should be provided as well. The educator of physical education may be expected to be a resource for suspected needs for therapy or community services of which other educators may not be aware. Therapeutic or other recreational services in the community, public or private treatment programs for perceptual motor training, or other forms of movement education are readily available in many communities and may be just the related service needed for any given student.

Each student's IEP will be reviewed, on at least an annual basis, to determine whether short-term instructional objectives are being achieved. This provides an opportunity for all educators involved in implementing the IEP to review the progress made by the student and set new objectives or consider a revised program for each student with special needs.

Program activities may include a myriad of types based on students' individual and collective needs. As stated in the law, the physical education profession's definition of adapted physical education would be perfectly appropriate:

> . . . a diversified program of developmental activities, games, sports and rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. (AAHPER, 1952:15)

The term developmental activities refers to the development of physical and motor fitness, fundamental skills, and patterns as well as rehabilitative or social skills needed for the other areas of instruction. Games, sports, and rhythms should suit the needs and interests of all students, with aquatics taking the form of simple water play and sensory experiences for young or severely handicapped students and swimming and diving for more capable students.

A listing of all the hundreds of activities and modifications that may be included in programs for students with special needs is far too extensive to be included here. However, a few current references are listed at the end of this section. Some basic concepts will be discussed, however, to spur ideas of what may be appropriate for use in any given situation.

Essentially, five qualities of a physical activity may be modified for including a handicapped student in a regular class or mixing students of varying disabilities or degrees of disability in an adapted or segregated class. These five qualities are: modification of rules and skills, adaptation of equipment or facilities, selective placement of a student into the activity, substitution and combination of students, and variance of time of participation. Modification of rules and skills is an obvious form of adapting regular class activities to suit the needs, capacities, and limitations of handicapped students. Allowing the ball to bounce twice in tennis, allowing for a double dribble in basketball, or requiring that all players on one side of the net volley the ball before sending it into the opponents' court are classic examples of such modifications.

Adaptation of equipment and facilities may take some extra study and analysis on the part of the physical educator, because each situation is different. Lowering the nets, resurfacing or taping the floor outside the courts, increasing the racket or club grip size, or painting the ball white or yellow are examples of adaptations that may be required to integrate partially sighted or other physically handicapped students. Even providing wheelchair accessibility to some facilities by installing ramps may need to be accomplished before any type of effective programming can take place.

The selective placement of students into an activity can be done quite easily, depending on the student's needs and capabilities. A student with lower limb involvement can learn to play quite effectively in the less mobile positions of softball, such as pitcher or right field, for example. Net positions in volleyball require less mobility than the back line. Students with upper limb involvement perform well in nearly any position in soccer, or as runners in softball or track. Substituting one player for another or combining two players to fill one position can be done with a simple analysis of the demands of the activity as well as the capabilities of the students. A player with upper limb involvement can field and foot pass a softball to a teammate who is lower limb involved or organically limited (e.g., asthma, cardiac, and so on) and who can then pick up the ball and throw it into home plate.

The time element of physical activity can be varied in a number of ways. The time periods for sports can be shortened or a running clock used. Any student can be rotated out of a position or substituted freely to allow a mixing of activity and rest. Even students with braces or crutches should be allowed periodic rest breaks and can be rotated or substituted for students having other physical or organic limitations.

The requirements of the new legislation are not unreasonable or impossible to meet. Some of the mechanics will take a few years to work out, but overall they will result in a better delivery of services to all students. Additional coursework and a little creativity should provide adequate insight to physical educators currently working with individuals with exceptional needs. No challenge should be too great for the physical educator whose drive and desire are to provide the best possible experience for students.

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PEOPEL (Physical Education Opportunity Program for Exceptional Learners). Phoenix: Phoenix Union High School District, 1974.

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Testing for Impaired, Disabled and Handicapped Individuals. Washington, D.C.: AAHPER, (n.d.).

Key Points of PL 94-142

* **SPECIAL EDUCATION INCLUDES PHYSICAL EDUCATION**
* **PHYSICAL EDUCATION MEANS:**
    1. **PHYSICAL AND MOTOR FITNESS**
    2. **FUNDAMENTAL MOTOR SKILLS AND PATTERNS**
    3. **SKILLS IN:**
        - AQUATICS
        - DANCE
        - GAMES AND SPORTS

Key Points of Education Code And Title 5

* **ADAPTED PHYSICAL EDUCATION IS A DESIGNATED INSTRUCTION AND SERVICE.**

* **ADAPTED PHYSICAL EDUCATION IS FOR:**

  1. **INDIVIDUALS WHO REQUIRE DEVELOPMENTAL OR CORRECTIVE INSTRUCTION**

  2. **...ARE PRECLUDED FROM GENERAL, MODIFIED OR SPECIALLY DESIGNED PHYSICAL EDUCATION**

* **THE ADAPTED PHYSICAL EDUCATOR MUST BE PROPERLY CERTIFIED.**

LEARNING ACTIVITIES

The following learning activities include exercises to be used during the training session and assignments for trainees to do outside the training session.

EXERCISES TO BE USED DURING THE TRAINING SESSION

1. DEBATE. Divide participants into two groups. One group will be supportive of physical education services for individuals with exceptional needs; that is, they support the mandates in the legislation just covered. The other group will be in favor of deregulation of adapted physical education, thus allowing school districts to do whatever they wish, relative to physical education for individuals with exceptional needs. Each group will select one representative and will caucus after each round.

   Time allotted for each activity is: planning, 15 minutes; debate, 10 minutes each side; reaction, 5 minutes each side; and rebuttal, 2 minutes each side. The total time for the debate portion of the learning activity is 32 minutes.

2. RIGHTING/WRITING. You are a second grade teacher of a special education student who has motoric problems. The student has been identified as a child with exceptional needs. He cannot catch a ball, climb a jungle gym, or kick a ball, and generally falls over his feet when walking down the hall. The child's poor gross motor skills are adversely affecting the pupil's educational performance. You have pursued all available resources in your district and have found that the district is out of compliance with all legislation relative to the delivery of physical education services to individuals with exceptional needs. Write a letter to a school board member building a case for compliance. Time allotted for each activity is: writing, 15 minutes; reading two or three letters, 15 minutes. The total time for the righting/writing portion of the learning activity is 30 minutes.

ASSIGNMENTS FOR TRAINEES TO DO OUTSIDE OF THE SESSION

SPEAKING OUT. Educators are often viewed as being experts on anything related to education. Prepare a 15-minute presentation for your school's PTA, local community group, or other organization on the legal requirements for physical education for individuals with exceptional needs. Send a copy of the outline of the speech to your trainer. Total time for speaking out portion of the learning activity is five minutes to make the assignment.

PRETEST

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Give the numerical citation of three laws or regulations that govern adapted physical education.

   a.

   b.

   c.

2. Name three types of activities included in the definition of physical education for individuals with exceptional needs in Title 34, Code of Federal Regulations (CFR) promulgated under PL 94-142.

   a.

   b.

   c.

3. Indicate the level of authority of each law listed in Item 1 above (state, federal, local, and so on):

   a.

   b.

   c.

PRETEST ANSWERS

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Give the numerical citation of three laws or regulations that govern adapted physical education.

   a. PL 94-142

   b. PL 93-112

   c. California Administrative Code, Title 5, Education

      Senate Bill 1870, Senate Bill 1345, Assembly Bill 3049

2. Name three types of activities included in the definition of physical education for individuals with exceptional needs in Title 34, Code of Federal Regulations (CFR) promulgated under PL 94-142.

   a. Physical fitness, motor fitness

   b. Fundamental motor skills, fundamental motor patterns

   c. Skills in aquatics and dance, games for individuals and groups, and intramural and lifetime sports

3. Indicate the level of authority of each law listed in Item 1 above (state, federal, local, and so on):

   a. PL 94-142 and PL 93-112 = federal law

   b. California Administrative Code, Title 5, Education = state regulations

   c. Senate Bill 1870, Senate Bill 1345, and Assembly Bill 3049 = state statutes (laws)

POST-TEST

Legislation

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Name and give the numerical citation for three laws or regulations that govern adapted physical education and summarize the intent of each.

   a.

   b.

   c.

2. Name three types of activities used in federal legislation to define the meaning of physical education for individuals with exceptional needs.

   a.

   b.

   c.

3. Indicate the level of authority of each law listed in item 1 above and cite some examples of noncompliance.

   a.

   b.

   c.

POST-TEST ANSWERS

Legislation

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Name and give the numerical citation for three laws or regulations that govern adapted physical education and summarize the intent of each.

   a. PL 94-142, The Education of All Handicapped Children Act--to provide a free, appropriate public education . . . in the least restrictive environment

   b. PL 93-112, Rehabilitation Act of 1973—provides that no otherwise qualified handicapped individual be excluded from participation in any program or activity receiving federal assistance (in this case, physical education classes, intramural or extramural sports programs)

   c. California Administrative Code, Title 5, Education, and Senate Bill 1870, Senate Bill 1345, Assembly Bill 3049--state-level mandates refining the mechanisms (codes) for compliance with federal law

2. Name three types of activities used in federal legislation to define the meaning of physical education for individuals with exceptional needs.

   a. Special physical education

   b. Adapted physical education

   c. Movement education--motor development

3. Indicate the level of authority of each law listed in item 1 above and cite some examples of noncompliance.

   a. PL 94-142 (federal law)

      Examples of noncompliance: student gets no physical education, parent is charged a fee for physical education, program not appropriate

   b. PL 93-112 (federal law)

      Examples of noncompliance: class in self-defense always held in a facility not accessible to wheelchairs, student not allowed to try out for a team because he or she is disabled but is otherwise qualified

c. California Administrative Code, Title 5, Education (state regulations)

Examples of noncompliance: students with severe handicaps are not being assessed for motor performance, students have adapted physical education in their IEP but are getting specially designed physical education from the classroom teacher

SELECTED REFERENCES

California Administrative Code, Title 5, Part 30, Special Education Programs, March 1982.

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Physical Education Framework. Sacramento: California State Board of Education, 1973. A 1986 edition is being prepared.

"Regulations Governing the Education of the Handicapped Act," Federal Register, 34 CFR Part 300, September 2, 1983.

"Rehabilitation Act," Federal Register, September 26, 1973.

SECTION I-B
DEFINITION OF TERMS

TRAINER'S NOTES

Definitions found in this section will clarify, and in some instances duplicate, other parts of the manual. This section includes legal citations discussed in Section A and definitions of terms common to the field of physical education.

Before using this section:

1. Check to see that all materials are included in the packet for this section. These materials should include:

   a. Subsections: purpose of the section, overview, and objectives for trainees

   b. The defining of special education

   c. Terms Used in Professional Literature for Physical Education Services for Individuals with Exceptional Needs

   d. Legal Definitions of Terms as Found in Title 34, Code of Federal Regulations

   e. California State Department of Education Definitions

   f. Other Definitions

   g. Suggested Outline for Training

   h. Background Information

   i. Handouts

      (1) Knight, Charlie M. "Common Terminology for Defining Physical Education Services for Students," State of California Department of Education, memo, January 7, 1981.

      (2) Individualized Education Programs (IEPs), Part B, EHA, As Amended by PL 94-142, OSE Policy Paper (partial), U.S. Education Department, May 23, 1980.

   j. Overhead transparencies

   k. Learning activities

      (1) Exercises to be used during the training session

      (2) Sorting cards for exercise number one

(3) Assignments

(4) Pre- and post-tests

1. Selected References--a listing of sources used in collection of the material in the section

PURPOSE OF THE SECTION

The purpose of this section is to increase the participant's awareness of terminology in physical education for individuals with exceptional needs.

OVERVIEW

This section includes definitions from law, policy statements, and literature for the trainer to use as he or she deems necessary, e.g., either as a separate training session or as a support section to other sections of the manual.

Trainers will possibly find their audiences are naive about the scope of physical education, as defined in legal documents and as defined and used in the physical education profession. When this is the case, the trainer may choose to use this section as a separate or introductory training module to establish a foundation of common understanding before venturing into some of the other topics.

OBJECTIVES FOR TRAINEES

At the conclusion of this training, given this section is used as a separate entity, the trainee will be able to:

1. Define regular, modified, specially designed, or adapted physical education.

2. Distinguish between games and sports as activities that all students must have the opportunity to learn.

3. Describe the types of activities that would be appropriate to develop movement qualities as defined in law.

THE DEFINING OF SPECIAL EDUCATION

Defining special education to include physical education was a milestone. Just as any nondisabled student would expect to receive instruction in physical education, so disabled students must have the same expectation. Some school districts in other parts of the country have tried to define physical education as a related service. By definition this interpretation is clearly incorrect. A related service is to assist the child, so that he or she can benefit from special education. Physical education is special education, or at least one component of it, making it a direct, not a related service.

In California the State Department of Education has attempted to define the various levels or points of physical education along a continuum of service (Knight, 1981). Basically these levels are: physical education in a regular class, physical education in a regular class with modifications (modified), physical education in a special education class (specially designed), and physical education in a separate class (adapted--DIS). Two variables, besides the student's IEP, determine what to call the physical education program being received: the rationale for placement and the qualifications of the instructor. If the student is identified as having unique motor needs and is placed into a physical education class with others having unique motor needs, and the class is taught by a qualified adapted physical education specialist, it is adapted physical education. Some districts use a consultant model in which the adapted specialist consults with and advises the classroom teacher/regular physical educator. Unless the child is getting direct service from the specialist, he or she is not receiving adapted physical education.

In contrast, many special education students in separate classrooms or separate facilities may have unique motor needs, but these motor needs are no more unique than those of others in the classroom or school. These students receive specially designed instruction suited to the needs and limitations imposed by their disabilities. This program may be taught by the special education teacher, adapted physical education specialist, or a generalist in physical education. Because the students have not been separated because of their having needs unique from their handicapped peers, their physical education, as the rest of their program of education, is called specially designed physical education. Specially designed physical education is still individualized.

Where regular physical education class placement with modifications may be deemed appropriate, students are then receiving modified physical education. Modifications must be noted on the student's IEP. However, these modifications do not make the service adapted physical education. The class may be taught by the adapted physical education specialist who is also credentialed to teach general physical education, or the generalist in physical education. The student's needs, not the credentials of the teacher, determine the type of physical education a student receives.

Other terms related to types of activities shall be explored further in Module III. However, terms used over the years have attempted to describe what the intent of the curriculum was for handicapped students. Today, <u>adapted</u>, <u>specially designed</u>, and <u>modified</u> are the appropriate terms to describe the contexts in which students with exceptional needs receive physical education services.

TERMS USED IN PROFESSIONAL LITERATURE FOR PHYSICAL EDUCATION SERVICES FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

ADAPTED PHYSICAL EDUCATION

"(A) diversified program of developmental activities, games, sports, and rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program." (AAHPER, 1952)

SPECIAL PHYSICAL EDUCATION

". . . the correction and improvement of motor functions of the body through exercise . . . ." (Fait, 1978)

Fait developed this term because he believes it is a broader term and has a connotation of ". . . serving all students, meeting their individual needs through special provisions in the physical education program." (Fait, 1978)

CORRECTIVE PHYSICAL EDUCATION (REMEDIAL)

"Corrective physical education refers mainly to the habilitation or rehabilitation of functional postural and body mechanics deficiencies." (French and Jansma, 1982)

This same definition would also describe remedial physical education in the California State Statutes of 1955.

DEVELOPMENTAL PHYSICAL EDUCATION

"Developmental physical education refers to a progressive physical fitness and/or gross motor training program to increase an individual's physical ability to a level at or near that of peers." (French and Jansma, 1982)

LEGAL DEFINITIONS OF TERMS AS FOUND IN TITLE 34, CFR

Physical Education 300.307

(a) General. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

(b) Regular physical education. Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless:

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) Special physical education. If a specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(d) Education in separate facilities. The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section. (Title 34, Code of Federal Regulations, 300.307)

. . . . .

Special Education 300.14(a)(1)

. . . the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

. . . . .

Related Services 300.13

(a) As used in this part, the term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, and physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. 300.13(a)

CALIFORNIA STATE DEPARTMENT OF EDUCATION DEFINITIONS

SENSORY INTEGRATION THERAPY

"Sensory integration therapy is one of many treatment techniques or instructional methods which may be used by trained personnel in providing special education or a related service." (California State Department of Education, Policy Statement SE-11: 1983)

. . . . .

DESIGNATED INSTRUCTION AND SERVICES

"(a) Designated instruction and services as specified in the individualized education program shall be available when the instruction and services are necessary for the pupil to benefit educationally from his or her instructional program. The instruction and services shall be provided by the regular class teacher, the special class teacher, or the resource specialist if the teacher or specialist is competent to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate designated instruction and services specialist shall provide such instruction and services. Designated instruction and services shall meet standards adopted by the board." (California Education Code, Section 56363(a))

. . . . .

INDIVIDUALIZED EDUCATION PROGRAM PLANNING

". . . means the cooperative involvement of parents and educators (and the child and specialists where appropriate) in the interpretation of assessment findings, determination of the individual's needs, and the identification of appropriate programs and services designed to meet such needs." (Revised Policy Statements for Special Education: Barber memo, February 7, 1983:2)

. . . . .

LEAST RESTRICTIVE ENVIRONMENT

"Least restrictive environment must be viewed in terms of the individual child's needs, not as an arbitrary 'ranking' of settings, but as a variety of equally important options designed to meeting differing needs most appropriately." (California State Plan for Fiscal Year 1984-86, June 10, 1983:75)

. . . . .

QUALIFIED

"'Qualified' means that a person has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, or,

in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university as authorized by state laws or regulations." (California Administrative Code, Title 5, Education, Section 3001(s))

. . . . .

IDENTIFICATION AND REFERRAL

"Each district, special education services region, or county office shall actively and systematically seek out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs, who reside in the district or are under the jurisdiction of a special education services region or a county office." (California Education Code, Chapter 4, Article 1, Section 56300)

"Each district, special education services region, or county office shall provide for the identification and assessment of an individual's exceptional needs, and the planning of an instructional program to best meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program." (California Education Code, Chapter 4, Article 1, Section 56302)

OTHER DEFINITIONS

AQUATICS

Aquatics includes a variety of activities ranging from water play to swimming and diving instruction. This group of activities also includes water sports such as boating, surfing, skiing, and the like.

ASSESSMENT

". . . assessment involves interpreting the results of measurement for the purpose of making decisions about placement, program planning, and performance objectives." (Seaman and DePauw, 1982)

FUNDAMENTAL MOTOR PATTERNS

"Motor patterns are those major motor milestones that develop with the natural sequence of events in a child's life, are common to normal individuals, and represent simple, purposeful movement. Motor patterns include head raising, rolling over, crawling, creeping, climbing, walking, sliding, running, throwing, jumping, hopping, leaping, kicking, and striking." (Seaman and DePauw, 1982)

GAMES

Games are generally considered to be loosely structured and usually regionally varied activities. They tend to have minimal rules and great variances in playing areas and equipment. An example of a game for a group is kickball, which may be played on asphalt, grass, dirt, or gymnasium floor, using a playground ball, soccer ball, or outdoor volleyball, often with varying numbers of players. In some communities only boys play kickball. Individual and dual games would include jacks, handball (children's form), and hide-and-seek.

INTRAMURAL SPORTS

Intramural sports are sport activities that are participated in by individuals or groups in a competitive context within a school or other self-contained unit.

LIFETIME SPORTS

Some sports have lifetime value and generally are thought to be useful for leisure-time use throughout life. Often, these are individual or dual activities such as tennis, golf, and raquetball, but sometimes they may include a group.

MEASUREMENT

"Measurement is the result of testing and allows one to place symbols (usually scores) on characteristics. It helps to determine the degree to which a person possesses a defined characteristic." (Baumgartner and Jackson, 1981)

MOTOR SKILLS

"Motor skills, which emanate out of motor patterns, represent a much more accurate and specific use of motor patterns and combinations of patterns." (Seaman and DePauw, 1982) Walking on a line in a particular direction or with a specific amount of speed is an example of how the motor pattern of walking becomes a skill having more accuracy and a specific purpose. Skipping is a motor skill because it combines the patterns of stepping and hopping.

PHYSICAL AND MOTOR FITNESS

Physical fitness is a term commonly used to refer to the ability to sustain activity to meet the demands of daily living requiring strength, flexibility, agility, and endurance. Motor fitness relates to the ability to use these aforementioned movement qualities to execute skills. A more modern concept of fitness includes consideration of body fat as well as the other four qualities as it impinges on one's ability to meet the day's demands.

RHYTHMS

Rhythmic activities may include any activity having rhythmical qualities as the structuring element around which movement is shaped. Simple singing games, rhythm bands, and marching are as much a part of rhythms as modern dance, ballroom dance, and folk dance.

SPORTS

Sports are high order games having very specific limitations, usually with a certain amount of universality to them. They have rules, specified dimensions for playing areas and equipment, and often have unwritten, but universally agreed-on rituals associated with them. Some examples of rituals are: shaking hands with the opponent and congratulating them for a good match, jumping over the net, or flipping a coin. Baseball, softball, basketball, tennis, and golf are examples of sports.

TESTING

"Testing . . . is a data gathering technique that uses tools or specific procedures for systematizing observations. Testing may be either formal or informal, objective or subjective." (Seaman and DePauw, 1982) Formal testing usually takes place at a special time that has been set aside and uses formal procedures usually printed in a test manual. Informal testing may take place at any time, under any conditions, and often does not involve recording scores or a formalized set of procedures.

SUGGESTED OUTLINE FOR TRAINING

A. Introduction

1. Pretest on definitions of levels of physical education services and related terms

2. Review test--give answers

B. Discussion of terms as defined in literature

1. Adapted physical education

2. Special physical education

3. Corrective (remedial) physical education

4. Developmental physical education

C. Discussion of terms as defined in PL 94-142

1. Physical education

2. Special education

3. Related services and so on

D. Discussion of terms as defined by California State Department of Education

1. Sensory integration therapy

2. Designated instruction and service

3. Individualized education program planning

4. Least restrictive environment

5. Qualified personnel

6. Referral

7. Regular physical education

8. Adapted physical education in regular program (modified)

9. Designated Instruction and Service (DIS) Adaptive (sic) Physical Education

10. Physical Education in Special Settings (Specially Designed)

11. Identification

E. Discussion of Other Definitions

1. Aquatics
2. Assessment
3. Fundamental
4. Games
5. Intramural Sports
6. Lifetime Sports
7. Measurement
8. Motor Skills
9. Physical and Motor Fitness
10. Rhythms
11. Sports
12. Testing

F. Summary

1. Summarize differences and similarities of terms as used in professional, state, and federal literature.
2. Identify contexts within which various levels of service and activities would be appropriate.
3. Select learning activities.
4. Post-test on definitions of various levels of physical education and related terms.
5. Distribute handouts.

BACKGROUND INFORMATION

Although physical education for individuals with exceptional needs has had numerous names over the years, either as a result of legislation, philosophy, or the profession, the parallel between the definition of adapted (1952) and that of physical education for children with special needs (PL 94-142, 1975) is striking. In both sources programs provided for students with handicaps should be diversified. The AAHPER committee writing the profession's definition in 1952 felt strongly that the program be diversified. They listed an array of activity types that should be included to make the program diversified. In comparison, writers of PL 94-142 defined physical education to include all the areas of activity that should be included in any program, as if to imply that students with disabilities were entitled to the same diversity in movement experiences afforded any child.

Various other terms that have crept into existence over the years have not endured as adapted has and, clearly, by definition do not meet the criteria established in current law. Special physical education, although used in federal law (34 CFR 300.14[b][2][ii]), has quite a different meaning than adapted and, according to its definition, is obviously too limited in its implications for the program. The term corrective likewise has a very narrow scope in terms of curricular offerings. In California, as a result of legislation passed in 1955, the word remedial was used until the early 1970s to describe a program patterned after remedial reading. This program was not only restricted to the corrective purpose, but was only available to students who had physical handicaps. This acknowledgment that many more students than those with physical handicaps have problems of movement, along with the definitions in PL 94-142, have shown that the term adapted physical education is by far the most comprehensive and appropriate term.

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

January 7, 1981

TO: County and District Superintendents and Principals

FROM: Charlie M. Knight, Associate Superintendent
Curriculum and Support Services Division

Gordon Duck, Assistant Superintendent and
Director of Special Education

SUBJECT: COMMON TERMINOLOGY FOR DEFINING PHYSICAL EDUCATION SERVICES FOR STUDENTS

The following definitions should be utilized to describe program alternatives for regular and special students. The definitions are quoted from a United States Department of Education, Office of Special Education Policy Paper, May 23, 1980.

a. Regular Physical Education with Non-Handicapped Students. (OSE and California). Many learning disabled and speech impaired children participate in the regular Physical Education program with non-handicapped students and without any special provisions. In addition, some children with other handicapping conditions and without any physical-motor problems (e.g., some educable mentally retarded [EMR] children) also participate in the regular Physical Education program.

If a handicapped child is enrolled in the regular Physical Education program without any special adaptations, only minimal information about the Physical Education program is required in the IEP. PL 94-142, Section 121a.346(c) requires a statement of "the extent to which the child will be able to participate in regular educational programs." Thus, for an EMR child who is in regular Physical Education, the IEP would only have to indicate that the child is participating in the program (i.e., "regular Physical Education").

Moreover, if a speech impaired child (for example) is (a) enrolled full-time in the regular education program (except for receiving speech-language pathology service), and (b) is treated equally in all respects with non-handicapped students (including participating in the regular Physical Education program), it would not be necessary under the law to refer to Physical Education in the child's IEP. What would be required is a statement indicating that the child is enrolled full-time in the regular education program.

b. ADAPTED PHYSICAL EDUCATION IN REGULAR PROGRAM. (California). Regular Physical Education with Adaptations. (OSE) Some individual children in various disability areas (including those with physical impairments) are able to participate in the regular Physical Education program with non-handicapped students if special adaptions (modifications) are made for them. For these children, the IEP would (1) include a brief statement of the physical-motor needs which require "adapted Physical Education" (i.e., under "present levels of the educational performance"), and (2) describe the special adaptations that are necessary (e.g., when bowling is a part of the curriculum, the use of a bowling rail for the blind, or a bowling ramp for children in wheel chairs, or a spring-handle bowling ball for students with cerebral palsy).

c. DESIGNATED INSTRUCTIONAL SERVICE (DIS) ADAPTIVE PHYSICAL EDUCATION. (California). (Master Plan). Specially Designed Physical Education. (OSE). Sometimes, an individual handicapped child will require specially designed Physical Education that is different from that for non-handicapped children. It might also differ from the kind of Physical Education provided to other children with the same handicapping condition. A child might participate in a special body conditioning or weight-training program, or, depending upon his/her specific needs and abilities, participate in some type of individual skill sport.

For these children, the Physical Education program would be included under all parts of the IEP (e.g., present levels of educational performance, goals and objectives, and specific services to be provided). However, as indicated earlier, the Physical Education goals and objectives, etc., would not have to be presented in any more detail than any other areas included in the IEP.

d. Physical Education in Special Settings. (OSE and California). Under certain circumstances, some of the handicapped students within a given disability receive their education in a special setting (e.g., a residential school or a separate wing of a regular school building). The Physical Education program for these students is usually based on a state-approved curriculum guide; and most of the students participate, as a group, in the same basic Physical Education program.

When a handicapped child in a special setting participates in a basic Physical Education program with the other students and no individual adaptations are made for the child, only minimal information is required in the IEP. For example, the IEP (1) would indicate that the child is participating in the basic Physical Education program, and (2) could make specific reference to the applicable parts of the Physical Education curriculum guide which apply to the individual child. For children who have physical-motor problems or need specific help in the development of gross motor skills, the IEP would include a statement of (1) the child's special physical needs, and (2) services which will be provided to meet those needs. However, since the IEP is not an instructional plan, the Physical Education program would not have to be described in any more detail than any other areas included in the IEP. To the extent that these students participate, as a group, in a basic Physical Education program under an approved

curriculum guide, it is permissible for a child's IEP to cross-reference the applicable parts of the guide which apply to the child.

NOTE: For handicapped children who are educated in special settings, it is assumed that the least restrictive environment provision has been implemented; i.e., that determinations are made about whether an individual child in a residential school (for example) can participate in some part of the regular school programs of the local educational agency; and, when indicated, that the child enrolls in that Physical Education program.

The enactment of PL 94-142, Education for All Handicapped, 1975, and subsequent changes in California law which culminated in SB 1870, California Master Plan for Special Education, have created some confusion in terms. The information herein provided is to assist you in the identification of appropriate program options and to establish terminology common to all districts and schools. The OSE terminology has been deleted.

If you should have any questions, contact Jeanne Bartelt, Consultant, Physical Education and Athletics, telephone 916/322-2737.

CMK/GD:mmc

Examples of Developmental Activities

*Locomotor Activities

- Running
- Jumping
- Hopping

*Balance/Equilibrium Responses

- Tumbling
- Balance Board/Beam
- Combatives

*Nonlocomotor Activities

- Throwing
- Kicking
- Catching

*Perceptual-Motor Developmental Actitivies

- Striking
- Climbing
- Fine Motor

Examples of Games and Sports

*Circle Games

*Recreational and Lifetime Games/Sports

*Team Sports

*Gymnastic Activities

*Aquatics or Water Play

*Dance and Rhythm Activities

*Table Games

Examples of Physical and Motor Fitness Activities

*Strength Activities

*Flexibility Activities

*Endurance Activities

*Agility Activities

*Speed Activities

ED/ASSESRS/OSE

MAY 23, 1980

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

PART B, EHA

AS AMENDED BY PL 94-142

OSE POLICY PAPER

(PARTIAL)

U.S. EDUCATION DEPARTMENT

MAY 23, 1980

* * * * *

13. Must physical education (P.E.) be included in every handicapped child's IEP?

In general, the answer is yes. However, the kind and amount of information to be included in the IEP depends on the physical-motor needs of the individual child and the type of P.E. program that is to be provided. The following is a description of some of the different kinds of P.E. program arrangements:

a. Regular P.E. with Nonhandicapped Students. Many learning disabled and speech impaired children participate in the regular P.E. program with nonhandicapped students and without any special provisions. In addition, some children with other handicapping conditions and without any physical-motor problems (e.g., some educable mentally retarded (EMR) children) also participate in the regular P.E. program.

If a handicapped child is enrolled in the regular P.E. program without any special adaptations, only minimal information about the P.E. program is required in the IEP. Section 121a.346(c) requires a statement of "the extent to which the child will be able to participate in regular educational programs." Thus, for an EMR child who is in regular P.E., the IEP would only have to indicate that the child is participating in the program (i.e., "regular P.E.").

Moreover, if a speech impaired child (for example) is (a) enrolled full time in the regular education program (except for receiving speech-language pathology services), and (b) is treated equally in all respects with nonhandicapped students (including participating in the regular P.E. program), it would not be necessary under the law to refer to P.E. in the child's IEP. What would be required is a statement indicating that the child is enrolled full time in the regular education program.

b. Regular P.E. with Adaptations. Some individual children in various disability areas (including those with physical impairments) are able to participate in the regular P.E. program with nonhandicapped students if special adaptations are made for them. For these children, the IEP would: (1) include a brief statement of the physical-motor needs that require "adapted P.E." (i.e., under "present levels of educational performance"); and (2) describe the special adaptations that are necessary (e.g., when bowling is a part of the curriculum, the use of a bowling rail for the blind, or a bowling ramp for children in wheelchairs, or a spring-handle bowling ball for students with cerebral palsy).

c. Specially Designed P.E. Sometimes, an individual handicapped child will require specially designed P.E. that is different from that for nonhandicapped children. It might also differ from the kind of P.E. provided to other children with the same handicapping condition. A child might participate in a special body conditioning or weight training program, or, depending on his or her specific needs and abilities, participate in some type of individual skill sport.

For these children, the P.E. program would be included under all parts of the IEP (e.g., present levels of educational performance, goals and objectives, and specific services to be provided). However, as indicated earlier, the P.E. goals and objectives, and so on, would not have to be presented in any more detail than any other areas included in the IEP.

d. P.E. in Special Settings. Under certain circumstances, some of the handicapped students within a given disability receive their education in a special setting (e.g., a residential school or a separate wing of a regular school building). The P.E. program for these students is usually based on a state-approved curricular guide; and most of the students participate, as a group, in the same basic P.E. program.

When a handicapped child in a special setting participates in a basic P.E. program with the other students and no individual adaptations are made for the child, only minimal information is required in the IEP. For example, the IEP (1) would indicate that the child is participating in the basic P.E. program, and (2) could make specific reference to the applicable parts of the P.E. curricular guide that apply to the individual child.

For children who have physical-motor problems or need specific help in the development of gross motor skills, the IEP would include a statement of (1) the child's special physical needs, and (2) the specific P.E. program, and any other special education services that will be provided to meet those needs. However, because the IEP is not an instructional plan, the P.E. program would not have to be described in any more detail than any other areas included in the IEP. To the extent that these students participate, as a group, in a basic P.E. program under an approved curricular guide, it is permissible for a child's IEP to cross-reference the applicable parts of the guide that apply to the child.

NOTE: For handicapped children who are educated in special settings, it is assumed that the least restrictive environment provision has been implemented--i.e., that determinations are made about whether an individual child in a residential school (for example) can participate in some part of the regular school program of the local educational agency; and, when indicated, that a child enrolls in that P.E. program.

LEARNING ACTIVITIES

The following learning activities include exercises to be used during the training session and assignments for trainees to do outside the training sessions.

EXERCISES TO BE USED DURING THE TRAINING SESSION

1. SORTING--a Fine Motor Task. Divide participants into groups of five or six and distribute a set of cards having names of the activities listed below. On the word Go, each group sorts the cards according to whether the activity is a developmental activity, game/sport, or physical/motor fitness activity. At least 60 percent of the group must agree for the card to be put in one of the three piles. Time the sorting (allow approximately 20 minutes). The group with the least expended time wins. The three categories of cards may be color coded so that the trainer will know what pile each goes into.

   The correct answers for the activities are listed below in parentheses:

   - Climbing rope, ladders, and jungle gyms (developmental)
   - Building towers with blocks (developmental)
   - Walking on lines, beams, or boards (developmental)
   - Reaching and grasping (developmental)
   - Playing hokeypokey (developmental)
   - Playing Simon says (developmental)
   - Running obstacle courses (developmental)
   - Playing tag (game/sport)
   - Playing shuffleboard (game/sport)
   - Playing tetherball (game/sport)
   - Performing archery (game/sport)
   - Golfing (game/sport)
   - Playing basketball (game/sport)
   - Playing tennis (game/sport)
   - Jogging (physical/motor fitness)

- Weight lifting (physical/motor fitness)
- Long jumping (physical/motor fitness)
- Doing sit-ups (physical/motor fitness)
- Doing handstands (physical/motor fitness)
- Doing toe touches (physical/motor fitness)
- Cycling (physical/motor fitness)

Discuss the differences in classifications between the groups of participants, why each group classified an activity as it did.

Total time for learning activity is 45 minutes.

2. VARIETY IS THE SPICE OF LIFE. Many common activities that occur in the schools may be used to achieve a myriad of goals. Depending on how and why they are used in a particular lesson, the activities may assist in helping to meet a variety of objectives. In small groups of four or five, select one activity and describe how it may have value as a developmental activity, how it may contribute to physical and motor fitness, and how it can be used as a game. This may be done orally or in writing. If done orally time should be allowed for each small group to report back to the whole group. Total time for learning activity is 30 minutes.

SORTING CARDS FOR EXERCISE NUMBER ONE

Directions: Cut out cards on this and the next two pages along the black lines.

CYCLING	DOING TOE TOUCHES
DOING HANDSTANDS	DOING SIT-UPS
LONG JUMPING	WEIGHT LIFTING
JOGGING	PLAYING TENNIS

SORTING CARDS (continued)

PLAYING BASKETBALL	PLAYING GOLF
PERFORMING ARCHERY	PLAYING TETHERBALL
PLAYING SHUFFLEBOARD	PLAYING TAG
RUNNING OBSTACLE COURSES	PLAYING SIMON SAYS

SORTING CARDS (continued)

PLAYING HOKEYPOKEY	REACHING AND GRASPING
WALKING ON LINES, BEAMS, AND BOARDS	BUILDING TOWERS WITH BLOCKS
CLIMBING ROPE, LADDERS, AND JUNGLE GYMS	

ASSIGNMENTS FOR TRAINEES TO DO OUTSIDE OF THE TRAINING SESSION

1. FOR THE HEALTH OF IT. Your principal has suggested that the 20-minute recess provided for all students in your school is adequate to meet the physical education requirements. Write a statement explaining why this administrator's position does not satisfy the mandates for students for whom modified or specially designed physical education is included in their IEP. Send a copy of this statement to the trainer of this session.

   This exercise may also be completed in the training session with two or three participants reading their responses to the group. (Thirty to 45 minutes should be allowed.)

   Total time for learning activity is five minutes to make assignment.

2. REDEFINING. Some administrators have stated that their special education teachers teach adapted physical education. Explain and document that this is not true and define the program that the special educator more than likely is teaching.

   Total time for learning activity is five minutes to make assignment.

PRETEST

Definition of Terms

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Regular physical education is only for nonhandicapped students. (Circle one.) TRUE FALSE

2. Modified physical education is a separate class for students with handicaps. (Circle one.) TRUE FALSE

3. An adapted physical education specialist may teach specially designed physical education. (Circle one.) TRUE FALSE

4. Adapted physical education is mainly posture training. (Circle one.) TRUE FALSE

5. Name three games.

   a.

   b.

   c.

6. A teacher having a special education credential can teach adapted physical education. (Circle one.) TRUE FALSE

7. A teacher having a physical education credential can teach adapted physical education. (Circle one.) TRUE FALSE

8. Name three types of activities defined as components of a physical education program for individuals with exceptional needs either as defined by PL 94-142 or by professional literature.

   a.

   b.

   c.

PRETEST ANSWERS

Definition of Terms

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Regular physical education is only for nonhandicapped students. (Circle one.) TRUE (FALSE)

2. Modified physical education is a separate class for students with handicaps. (Circle one.) TRUE (FALSE)

3. An adapted physical education specialist may teach specially designed physical education. (Circle one.) (TRUE) FALSE

4. Adapted physical education is mainly posture training. (Circle one.) TRUE (FALSE)

5. Name three games.

   a. Kickball
   b. Jacks
   c. Handball
   d. Hide-and-seek

6. A teacher having a special education credential can teach adapted physical education. (Circle one.) TRUE (FALSE)

7. A teacher having a physical education credential can teach adapted physical education. (Circle one.) TRUE (FALSE)

8. Name three types of activities defined as components of a physical education program for individuals with exceptional needs either as defined by PL 94-142 or by professional literature.

   a. Rhythms - Group games - Developmental activities
   b. Games - Aquatics - Physical and motor fitness
   c. Sports - Individual games - Fundamental skills and patterns

POST-TEST

Definition of Terms

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Describe the following elements for each of the levels of physical education services listed below:

   a. Adapted Designated Instruction and Services (DIS)

      (1) For whom?

      (2) Who teaches it?

      (3) IEP requirements?

   b. Modified (Adapted physical education in regular class)

      (1) For whom?

      (2) Who teaches it?

      (3) IEP requirements?

   c. Specially Designed

      (1) For whom?

      (2) Who teaches it?

      (3) IEP requirements?

2. What are three elements of a sport?

   a.

   b.

   c.

3. Why are the terms remedial, corrective, or special physical education not appropriate for physical education services to individuals with unique motor needs?

4. Name five types of activities listed in definitions of adapted physical education in professional literature or PL 94-142 that should be included in a physical education program for individuals with exceptional needs.

a.

b.

c.

d.

e.

POST-TEST ANSWERS

Definition of Terms

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Describe the following elements for each of the levels of physical education services listed below:

   a. Adapted Designated Instruction and Services (DIS)

      (1) For whom? Individuals with exceptional needs

      (2) Who teaches it? Teacher holding adapted physical education credential

      (3) IEP requirements? Stated as a DIS

   b. Modified (Adapted physical education in regular class)

      (1) For whom? Individual with exceptional needs

      (2) Who teaches it? Teacher certificated to teach physical education

      (3) IEP requirements? Yes--what modifications will be

   c. Specially Designed

      (1) For whom? Individual with exceptional needs

      (2) Who teaches it? Classroom teacher or certificated physical education teacher

      (3) IEP requirements? Yes--goals and objectives

2. What are three elements of a sport?

   a. Rules

   b. Specified playing dimensions

   c. Rituals

   d. Specific equipment

3. Why are the terms <u>remedial</u>, <u>corrective</u>, or <u>special physical education</u> not appropriate for physical education services to individuals with unique motor needs?

   These are either too narrow in scope of curriculum or too restricted in scope of services necessary to meet the motor needs of <u>all</u> handicapped.

4. Name five types of activities listed in definitions of adapted physical education in professional literature or PL 94-142 that should be included in a physical education program for individuals with exceptional needs.

   a. Developmental activities

   b. Games

   c. Sports

   d. Rhythms

   e. Aquatics

SELECTED REFERENCES

Baumgartner, Ted A., and Andrew S. Jackson. Measurement for Evaluation in Physical Education (Second edition). Boston: Houghton Mifflin, 1981.

Fait, Hollis F. Special Physical Education: Adapted, Corrective, Developmental (Fourth edition). Philadelphia: W. B. Saunders, 1978.

French, Ronald W., and Paul Jansma. Special Physical Education. Columbus, Ohio: Charles E. Merrill, 1982.

"Guiding Principles for Adapted Physical Education," Journal of Health, Physical Education and Recreation, Vol. 23 (April 1952), 15.

Knight, Charlie M. "Common Terminology for Defining Physical Education Services for Students." Sacramento: California State Department of Education, January 7, 1981 (memo).

Seaman, Janet A., and Karen P. DePauw. The New Adapted Physical Education: A Developmental Approach. Palo Alto, Calif.: Mayfield Publishing Co., 1982.

SECTION I-C
IDENTIFICATION AND REFERRAL

TRAINER'S NOTES

This section should be used in its entirety as no part of the referral process can be omitted. This section includes sections of the California Education Code as they pertain to the referral process, selected federal regulations, and appropriate State Department of Education documents. The referral process flowchart--Identification, Referral, Assessment Process for A.P.E.--is a generic model and thus may be executed somewhat differently in each school district. However, it includes all steps that must be followed to be in compliance with current legislation and is presented both as an overhead transparency and as a handout.

Before using this section:

1. Check to see that all the materials are included in the packet for this section. These materials should include:

   a. Subsections: Purpose of the section, overview, and objectives for trainees

   b. Relevant sections from California Education Code, excerpts from other State Department of Education documents, and PL 94-142

   c. Suggested outline for training

   d. Background information making referrals for adapted physical education

   e. Handouts

      (1) Porterfield, Jacquelyn S. "Are Your R's Appropriate?" Journal of the California Association for Health, Physical Education, Recreation and Dance, Danville (November, 1982).

      (2) Stewart, Lou. "Behavioral Checklist." Los Angeles: California State University, Los Angeles, 1980 (unpublished class project).

      (3) Seaman, Janet A. "Identification, Referral, Assessment Process for A.P.E.," Sacramento: SERN, 1983 (flowchart).

      (4) Porterfield, Jacquelyn S. "Adapted Physical Education Pre-Referral Checklist," Corona-Norco Unified School District, no date.

      (5) Pasadena Unified School District, Procedural Forms for the IEP Process (see below), Pasadena, Calif.

         (a) Referral for Special Education Assessment Data, 1982.

(b) Proposed Assessment Plan, 1982.

(c) Report of Assessment Results, 1982.

(d) Adapted Physical Education--Assessment Report and IEP Worksheet, no date.

(e) Individualized Education Program, 1982, 3 pp.

(f) Learning Activities, including:

  (i) Exercises to be used during the training session

  (ii) Assignments for trainees to do outside the session

  (iii) Pre- and post-tests and answers

(g) Selected References--a listing of sources used in collection of the material in the section.

PURPOSE OF THE SECTION

The purpose of this section is to increase the knowledge of participants who may refer students for special education. Secondarily, it will aid in the awareness of the role of the adapted physical educator in the total assessment process.

OVERVIEW

This section begins with "Trainer's Notes," including all the various subsections present in other sections of this module. Following "Trainer's Notes" are sections from state regulations and statutes, and codes that may be used to further describe the identification and referral process. The State Department of Education documents are of greater value in defining the specific steps and time lines in the process than are the legislative citations. Both are included for your reference. The suggested "Outline for Training," pre- and post-tests, "Learning Activities," "Background Information," handouts, and notes round out the section.

OBJECTIVES FOR TRAINEES

At the conclusion of this training, the trainee will be able to:

1. Identify the three steps necessary to help a student achieve success in a regular physical education class.

2. State the period of time allotted for the referral process.

3. Define <u>accountability</u> and <u>consent</u>.

DEFINITIONS FROM CALIFORNIA EDUCATION CODE

Chapter 4, Article 1. Identification and Referral

Sec. 56302. Each district, special education services region, or county office shall provide for the identification and assessment of an individual's exceptional needs, and the planning of an instructional program to best meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program.

Sec. 56303. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

. . . . .

Chapter 4, Article 3. Instructional Planning and Individualized Education Program.

. . . . .

Sec. 56344. An individualized education program . . . shall be developed within a total time not to exceed 50 days . . . from the date of receipt of the parent's written consent for assessment . . . .

OTHER CALIFORNIA STATE DEPARTMENT OF EDUCATION DOCUMENTS
AND FEDERAL REGULATIONS

"The California State Department of Education in this State Plan hereby restates the goal of providing full educational opportunities to all children with exceptional needs, including the identification, location, and assessment of all individuals with exceptional needs from birth through 21 years of age. This goal implies the cooperative efforts of all public and private agencies in the provision of needed services and resources." (California State Plan for FY 1984-86, June 10, 1983:27)

POLICY

"It is the policy of the State of California to seek out individuals with exceptional needs from birth through twenty-one years of age, assuring the provision of services appropriate to their needs . . . ." (California State Plan for FY 1984-86, June 10, 1983).

SELECTED REGULATIONS FROM PL 94-142, 34 CFR PART 300, SUBPART A

Sec. 300.220 Child Identification

"Each application must include procedures which insure that all children residing within the jurisdiction of the local educational agency who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services." (20 U.S.C. 1414(a)(1)(A)

* * * * *

Sec. 300.341 State Educational Agency Responsibility

(a) Public agencies. ". . . The State educational agency shall insure that each public agency develops and implements an individualized education program for each of its handicapped children." (20 U.S.C. 1412(4),(6); 1413(a)(4))

Sec. 300.343 Meetings

(a) General. Each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising a handicapped child's individualized education program.

. . . . .

(d) Review. Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year.

(20 U.S.C. 1412(2)(B), (4), (6); 1414(a)(5))

Section 300.344 Participants in meetings

(a) General. The public agency shall insure that each meeting includes the following participants:

(1) A representative of the public agency, other than a child's teacher, who is qualified to provide, or supervise the provision of special education.

(2) The child's teacher.

(3) One or both of the child's parents.

(4) The child, where appropriate.

(5) Other individuals at the discretion of the parent or agency.

(20 U.S.C. 1401(19); 1412(2)(B), (4), (6); 1414(a)(5))

Sec. 300.345 Parent Participation

(a) Each public agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate.

(20 U.S.C. 1401(19); 1412(2)(B), (4), (6); 1414(a)(5))

Sec. 300.346 Content of Individualized Education Program

The individualized education program for each child must include:

(a) A statement of the child's present levels of educational performance;

(20 U.S.C. 1401(19); 1412(2)(B), (4), (6); 1414(a)(5); Senate Report No. 94-168, page 11 (1975))

Sec. 300.349 Individualized Education Program--Accountability

Each public agency must provide special education and related services to a handicapped child in accordance with an individualized education program. However, Part B of the Act does not require that any agency, teacher, or other person be held accountable if a child does not achieve the growth projected in the annual goals and objectives.

(20 U.S.C. 1412(2)(B); 1414(a)(5), (6); Cong. Rec. at H7152 (daily ed., July 21, 1975))

Sec. 300.504 Prior Notice; Parent Consent

(b) Consent. (1) Parental consent must be obtained before:

(i) Conducting a preplacement evaluation; and

(ii) Initial placement of a handicapped child in a program providing special education and related services.

(20 U.S.C. 1415(b)(1)(C),(D))

NOTE: California Education Code on parental consent is more specific. See next page.

CALIFORNIA EDUCATION CODE--PART 30

PARENT CONSENT

56321. (a) Whenever an assessment for the development or revision of the individualized education program is to be conducted, the parent of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment. A copy of the notice of parent rights shall be attached to the assessment plan.

. . . . .

56329. The parent of the pupil shall be provided with written notice that he or she may obtain, upon request, a copy of the findings of the assessment or assessments conducted pursuant to Section 56321. This notice may be provided as part of the assessment plan given to parents pursuant to Section 56321. The notice shall include all the following:

(a) An individualized education program team conference, including the parent and his or her representatives, shall be scheduled, pursuant to Section 56341, to discuss the assessment, the educational recommendations, and the reasons for these recommendations.

(b) A parent has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, as defined by regulations of the board, if the parent disagrees with an assessment obtained by a public education agency.

However, the public education agency may initiate a due process hearing pursuant to Chapter 5 (commencing with Section 56500) to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent still has the right for an independent educational assessment, but not at public expense.

If the parent obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the public education agency with respect to the provision of free, appropriate public education to the child, and may be presented as evidence at a due process hearing pursuant to Chapter 5 (commencing with Section 56500) regarding such child.

. . . . .

56346. No pupil shall be required to participate in all or part of any special education program unless the parent is first informed, in writing, of the facts which make participation in the program necessary or desirable, and of the contents of the individualized education plan, and after such notice, consents, in writing, to all or part of the individualized education program. If the parent does not consent to all the components of the individualized education program, then those components of the program to which the parent

has consented may be implemented so as not to delay providing instruction and services to the pupil. Components to which the parent has not consented may become the basis for a due process hearing pursuant to Chapter 5 (commencing with Section 56500). The parent may withdraw consent at any time after consultation with a member of the individualized education program team and after he or she has submitted written notification to an administrator.

SUGGESTED OUTLINE FOR TRAINING

A. Introduction

1. Pretest on process of identification and referral.
2. Review test; give answers.

B. The identification and referral process

1. Discuss the concepts represented in legislative excerpts.
2. Describe typical process and time lines (use flowchart handout, Identification, Referral, Assessment Process for APE)

C. Discussion of indicators of the need for special services (DIS)

1. Low fitness
2. Perceptual-motor dysfunctions
3. Poor gross motor skills
4. Inability to play cooperatively
5. Poor posture that interferes with motor performance
6. Lacking developmental patterns

D. Summary

1. Summarize differences and similarities between concepts in federal/state legislation and practice.
2. Select learning activities.
3. Post-test on process of identification and referral.
4. Distribute handouts.

BACKGROUND INFORMATION ON MAKING REFERRALS FOR ADAPTED PHYSICAL EDUCATION (APE)

California continues to strive to provide the best possible educational opportunities to every student. Thus, every educator is responsible for monitoring the total learning progress of students to ensure that learning is actually taking place. All too often, a student's learning difficulties are not identified until after he or she fails in the classroom. Many times, problems on the playground or in the gymnasium have surfaced well before these other learning difficulties are noticed. Younger students mediate their social responses through play. If they are not successful in that context, negative attitudes about school and themselves usually emerge.

All students have a right to an appropriate education. Students suspected of having handicapping conditions that may be affecting their educational performance may be referred for assessment for special education services. Physical education is part of a student's educational program. (For delivery options of physical education services, refer to Module I-A.) Students who cannot skip yet by age seven, who cannot throw or catch a ball, who choose to play with younger children, or who play alone or with more docile children should raise concern in the mind of the observer.

A student in regular education may be referred to the Student Study Team, which, in this case, would include a physical educator. Alternatives and modifications in the student's program may be discussed with concrete suggestions made for intervention. Perhaps the way the activity is presented, the physical characteristics of the playing area or equipment, or the structure of the activity is preventing the student from learning. Armed with these modifications, the teacher has a better chance of helping the student become successful. If the modifications work, the student may remain in the regular program.

If the student does not make progress or is already identified as an individual with exceptional needs, the referral should be made for additional assessment to identify any possible need for APE. In this case an assessment plan is drawn up, parental permission for assessment is obtained, and the process proceeds as diagrammed in this section. The important link in the referral process is knowing what motor behaviors indicate substantial deviation from the norm and describing them accurately in terms of performance so that the adapted physical education teacher has useful information to work with.

Although the eligibility of students for classes in physical education for individuals with exceptional needs will be discussed more fully in the next module, some discussion of observation for referral is appropriate at this time. Valid observational techniques have five basic competencies:

1. A solid understanding of developmental milestones for the performance being observed

2. Knowledge of the elements or dimensions of the target for the performance

3. The ability to identify deviations from the norm in the performance observed

4. The ability to describe the observed performance in terms of performance

5. The ability to make sense out of the relationships among several performances for the purpose of planning or modifying individual programs

Classroom teachers would not be expected to have these competencies to the degree of an adapted physical education specialist, but they could know what age appropriate performances would be expected of their students, see voids or variations in these performances, and be able to describe these variations to a physical education specialist. Because only 50 calendar days are available from the time permission is granted for assessment and the IEP development meeting, the more information the referring party has to pass on, the more expedient this process can be.

Thus, the identification and referral process relies on the commitment of all educators to provide the fullest educational opportunities possible for every student. A watchful eye and a sensitive attitude will help expedite the process of ensuring that each student is placed in the appropriate learning environment for his or her needs.

ADAPTED PHYSICAL EDUCATION PRE-REFERRAL CHECKLIST

Name of Student _____ School _____

Age _____ P.E. _____ _____
Days Times

Dear Teacher:

Below are some behaviors that, when present, may indicate that the student named above needs modified or adapted physical education. Please check all that apply.

	CAN	MOST OF THE TIME	OFTEN	SOME OF THE TIME	CANNOT
Stand on one foot (2 secs. minimum)	____	____	____	____	____
Hop	____	____	____	____	____
Jump in place (5 consecutive times on two feet)	____	____	____	____	____
Skip	____	____	____	____	____
Kick a stationary ball	____	____	____	____	____
Throw 15 feet	____	____	____	____	____
Hit a ball off a batting "T"	____	____	____	____	____
Bounce and catch to self	____	____	____	____	____
Jump rope turned by others (5 consecutive jumps)	____	____	____	____	____
Turn own jump rope (5 consecutive jumps)	____	____	____	____	____
Follow directions	____	____	____	____	____
Touches everything in room when coming and going		____	____	____	
Falls excessively		____	____	____	
Awkward and clumsy when moving		____	____	____	
Easily distracted		____	____	____	
Distracts others		____	____	____	
Uses free time for active play		____	____	____	
Performs tasks more slowly than others		____	____	____	
Prefers solo play		____	____	____	
Has indicated a dislike for P.E.		____	____	____	
Has messy handwriting		____	____	____	
Pokes/hits classmates		____	____	____	

Please return this completed form to the Adapted Physical Education teacher at your school.

Thank you.

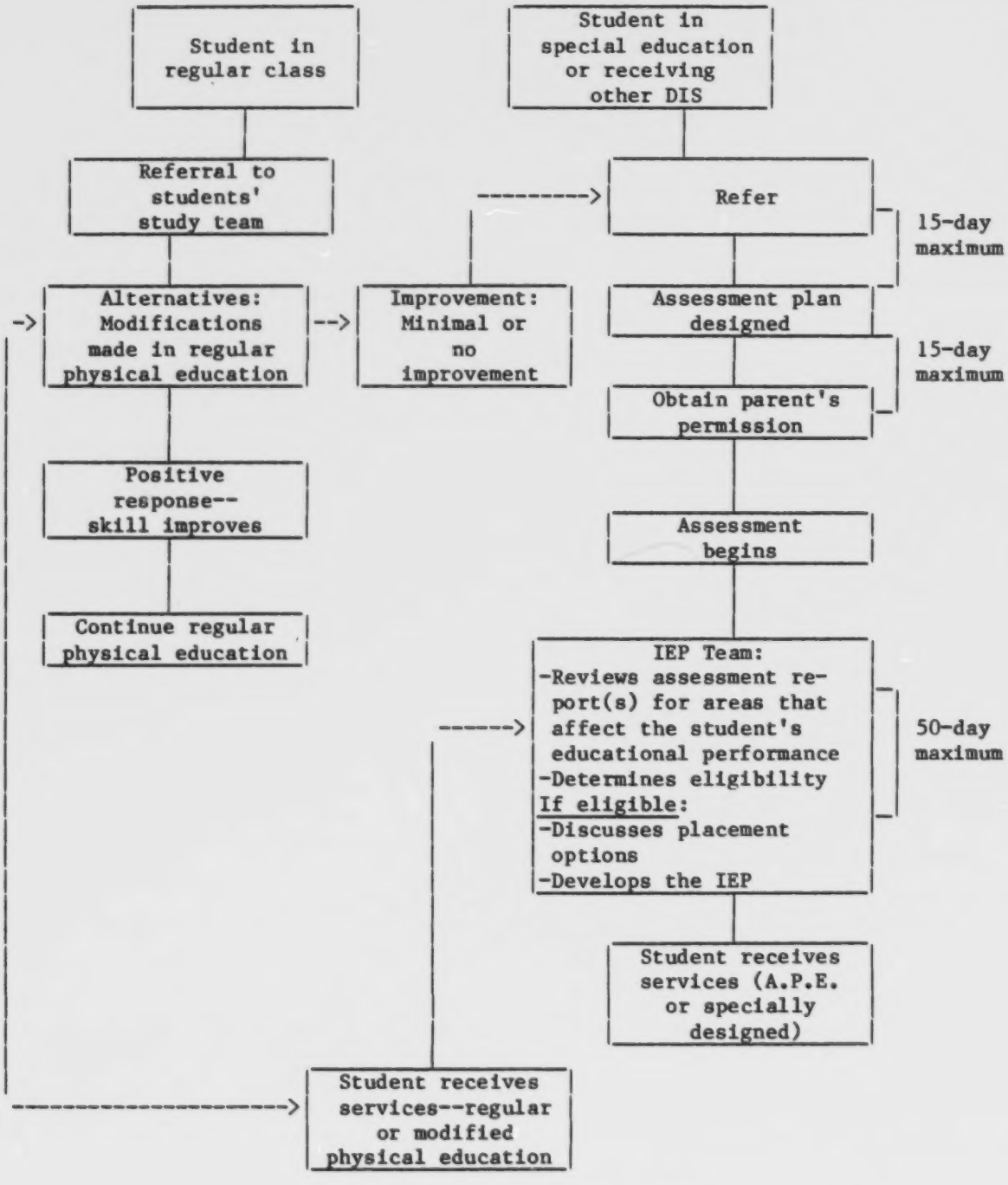
*Created by Jacquelyn S. Porterfield, Corona-Norco Unified School District. Used with permission.

BEHAVIORAL CHECKLIST*

Behavior	Example	Possible cause
Hyperkinesis	Student is constantly up out of his or her seat, cannot attend to task, fidgets when required to sit or stand in one place. Learning does not take place.	Poor postural muscle; poor contraction
Problems in peer interaction	Student is starting fights, shoving in line, refusing to participate with peers.	Poor proprioception, seeks input tactually, or is tactual defensive; inability to motor plan
Immature emotional behavior	Student does not react emotionally as others his or her age do; may cry or whine, cannot accept losing a game, exhibits jealousy of peers.	General nervous system immaturity
General incoordination	Student cannot throw a ball, play common playground games, hit a ball with fist or implement.	Not receiving good tactile or proprioceptive input
Does not follow directions	Student forgets what he or she was supposed to be doing, appears not to be listening to directions during an activity.	Dyspraxia (inability to understand motor plan)
Constantly injuring self (accidentally)	Student has scrapes on knees, bruises on arms.	Does not have protective extension, possible proprioceptive dysfunction
Self-stimulating behavior	Student exhibits slight rocking when sitting or standing, bouncing against back of chair.	Seeking vestibular input
Self-abusive (purposefully)	Student is biting hand or arm, banging head, or hitting own body.	Seeking tactile input
Abnormal ambulation	Student plodding, seemingly just to make noise. Has to "run" everywhere.	Seeking more proprioceptive input; seeking more vestibular input
Sloppy work	Handwriting is messy, bears too hard or too soft with the pencil or crayon when writing or drawing.	Does not have normal tactile discriminative ability

*Prepared by: Lou Stewart, Class Project, CSULA, © 1980. Used with permission.

IDENTIFICATION, REFERRAL, ASSESSMENT
PROCESS FOR ADAPTED PHYSICAL EDUCATION


Student in regular class
Student in special education or receiving other DIS
Referral to students' study team
Refer
15-day maximum
Alternatives: Modifications made in regular physical education
Improvement: Minimal or no improvement
Assessment plan designed
15-day maximum
Obtain parent's permission
Positive response--skill improves
Assessment begins
Continue regular physical education
IEP Team:
-Reviews assessment report(s) for areas that affect the student's educational performance
-Determines eligibility
If eligible:
-Discusses placement options
-Develops the IEP
50-day maximum
Student receives services (A.P.E. or specially designed)
Student receives services--regular or modified physical education

ARE YOUR R.'S APPROPRIATE?

By Jacquelyn S. Porterfield
Adapted Physical Education Teacher
Corona-Norco Unified School District

Are you being eaten alive and swallowed by the R.R.'s? Are the R.R.'s decreasing your teaching, planning, and consulting time and wasting your energy? Would you like to STOP the R.R.'s and receive A.R.'s instead?

All of those frustrating, annoying, needless, RIDICULOUS REFERRALS will continue to plague you unless you DO something. It is *your* choice. You can continue wasting your time testing children who should never have been referred in the first place, OR you can STOP those R.R.'s and replace them with A.R.'s (APPROPRIATE REFERRALS)!

"What can we do?" you ask. We have two choices. We can continue to let the R.R.'s consume us, or we can teach classroom teachers how to make APPROPRIATE REFERRALS.

While inservicing the teachers is one solution, it is not the aim of this article because there is a quicker, easier way! The method I have found which stops those R.R.'s dead in their tracks is a simple check list of behaviors which allows the classroom teacher to identify children with relatively serious gross motor deficits BEFORE a referral is made. The adapted physical education teacher can then help the classroom teacher to modify the activities for the regular physical education program. If the child in question can participate successfully, a referral is not necessary. However, once all suggestions made by the adapted physical education teacher have been attempted and the child is still unsuccessful, then a referral on that child is appropriate.

You will find a copy of the checklist I use at the end of this article. Use it as it is, add or delete anything. Make *any* changes you deem necessary, but USE IT, YOU'LL LIKE IT!! □

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REFERRAL FOR SPECIAL EDUCATION ASSESSMENT
STUDENT DATA

STUDENT _____ SCHOOL _____ GRADE _____
LAST FIRST M.I.

DATE OF BIRTH ____/____/____ M F TEACHER _____

PARENT/GUARDIAN _____ PHONE _____

ADDRESS _____ APT. #____ CITY _____ ZIP _____

PUPIL DISTRICT I.D.# _____ PUPIL SOCIAL SECURITY #___-___-____

LANGUAGE SPOKEN BY STUDENT _____ LANGUAGE SPOKEN AT HOME _____

REFERRED BY _____ _____ TODAY'S DATE _____
(Print name) (Signature)

SECTION II: TYPE OF REFERRAL

_____ New Referral

A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. The student study team approach is recommended.

A record of modifications to the regular program must be available in this student's cumulative record file. The IEP Team has 15 days to inform the parent/guardian of this referral and to meet to write an Assessment Plan.

_____ Transfer Referral

A pupil from another district with a working IEP may be served for 30 days in the same program as in his or her old district. The IEP Team uses this 30 days to review the IEP and, if necessary, assess or write a new IEP, obtain parent's permission to place, and place this student.

_____ Request for IEP Review

Check one: Annual review ____ Three-year reevaluation ____
Unscheduled review ____

SECTION III: REASON FOR REFERRAL

_____

SECTION IV: OTHER AGENCIES WORKING WITH THIS STUDENT

1. _____ Contact person _____ Phone _____

2. _____ Contact person _____ Phone _____

ACTION: 1. Open a case study folder.
2. Deliver a copy of this referral to parent or guardian; document delivery in a log; send parent or guardian a copy of assessment plan.

ASSESSMENT PLAN

STUDENT _____ BIRTHDATE _____ SCHOOL _____

REASON FOR ASSESSMENT: _____ New _____ Transfer _____ Reevaluation

The following professionals may be involved with your child in the individual assessment:

1. Adapted physical education teacher
2. School nurse
3. Speech and language specialist
4. Mathematics resource teacher
5. Reading resource teacher
6. Resource specialist teacher, special educator
7. School psychologist
8. Other special education teachers

PLEASE ENTER THE NUMBER OF THE PERSONS ASSESSING FROM ABOVE LIST: PRINT NAME IN SECOND BLANK.

I. AREAS OF ASSESSMENT:	No.	Name
Academic/Preacademic. These tests measure current reading, spelling, and arithmetic skills.	___	_____
Perceptual Development. These tests measure the ability to organize visual, auditory, motor, kinesthetic, or tactile stimuli in a useful way.	___	_____
Intellectual Development. These tests measure how well a person remembers what has been seen and heard, and how well she or he can use that information to solve problems.	___	_____
Motor Development/Fitness Assessment. These tests measure individual level of development in motor skills (for sports and games), physical fitness, perceptual motor development, and overall motor development.	___	_____
Health Assessment. These tests and informational checklists help evaluate growth and development and current health status as it relates to school functioning.	___	_____
Language/Speech/Communication Development. These tests measure the person's ability to understand, relate to, and use speech and language clearly and appropriately.	___	_____

I. AREAS OF ASSESSMENT: (continued) No. Name

Social/Adaptive Behavior. These are scales of development that tell what a person can do for himself and how he or she gets along with other people. ___ _____

Personality Assessment. These projective tests aid in the psychological assessment of personality and measure personality dimensions, group interaction skills, and attitudes toward self and others. ___ _____

OTHER:

Orientation and Mobility Skills; Low Vision Assessment

_____ ___ _____

II. A. These assessments will be completed by _____.
(Date)

B. PARENT/GUARDIAN consent for Assessment

_____ _____
(Signature) (Date)

C. No Individualized Education Plan (IEP) will result from this assessment without your consent. The date of our next IEP meeting in behalf of your child is:

_____
(Date)

Your rights as a parent are attached.

REPORT OF ASSESSMENT RESULTS

ASSESSOR _____ TITLE _____

STUDENT _____ BIRTHDATE _____ SCHOOL _____

CLASSROOM #_____ TODAY'S DATE _____ RETURN TO PRINCIPAL BY _____

TO THE ASSESSOR: Please record your results below. If you wish to submit a longer report, you may do so.

I. Area of Assessment: _____

II. Record Tests/Instruments/Observation Methods: _____

_____

Was an interpreter used for this assessment process? (California Administrative Code, Title 5, Education, Article 3, Section 3023(a))

_____

III. This student ___may ___may not need special education and related services. Relevant behaviors noted during my observation of the student in _____ setting: _____

_____

Relationship of relevant, observed behaviors to the student's academic and social functioning: _____

_____

_____

_____

I FOUND THE FOLLOWING ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC DISADVANTAGE(S) that influence(s) this student's performance or ability: _____

_____

Relevant health/development and medical findings: _____

_____

IV. I recommend the following education or treatment alternatives, indicated by assessment results: _____

_____

_____

_____

Signature _____ Date _____

Adapted Physical Education

ASSESSMENT REPORT
AND
IEP WORK SHEET

STUDENT'S NAME _____ AGE _____

TESTER _____

METHOD OF MEASUREMENT _____

DATE TEST GIVEN _____

PRESENT LEVEL OF PSYCHOMOTOR FUNCTIONING (Behavior Terms) _____

_____

_____

_____

ANNUAL GOALS:

1. _____

2. _____

SHORT-TERM BEHAVIORAL OBJECTIVES:

1-1 a. _____

_____

_____

b. _____

_____

_____

2-2 a. _____

_____

_____

b. _____

_____

_____

INDIVIDUALIZED EDUCATION PROGRAM* PAGE ____ OF ____

I. STUDENT

_____ BIRTHDATE ___/___/___ CA ____ CURRENT SCHOOL _____/_____ GRADE
(last) (first) (MI)

_____ (____)_____ LIVES WITH: ____PARENT
(address) (city) (ZIP) (telephone) ____GUARDIAN ____RES Home
____NonPub. Schl ____Lic. Ch. Inst.

PARENT

_____ _____
(last) (first) (MI) (address) (city) (ZIP)

(____)_____ _____ Interpreter needed? YES NO
(telephone) (language of home)

II. INITIAL CASE STUDY
THIS STUDENT IS:
A. ELIGIBLE ____; PRIMARY HANDICAP _____
_____;
OTHER HANDICAP _____
_____
SEE SECTION III BELOW.
B. NOT ELIGIBLE ____: RECOMMENDATION : _____
_____
_____

REVIEW: ANNUAL ____ 3-YEAR RE-EVAL ____
UNSCHEDULED ____ DIAGNOSTIC PL ____
RESULTS:
A. STAY IN PRESENT PROGRAM _____
(Prog. Name)
B. TRANSFER TO _____
(Program & School)
C. DISCHARGE FROM SPECIAL EDUCATION _____
REASON _____
RECORD PLANS FOR TRANSITION INTO REGULAR CLASS UNDER "SHORT TERM OBJECTIVES" ON SECOND SHEET OF IEP FORM.

III. WRITE ALL GOALS AND OBJECTIVES ON THE SECOND SHEET OF THE IEP FORM. GOALS AND OBJECTIVES MUST BE WRITTEN BEFORE PROGRAM PLACEMENT RECOMMENDATIONS ARE FILLED IN BELOW.

IV. RECOMMENDATIONS FOR INSTRUCTION: CHECK ALL APPROPRIATE AREAS: WRITE IN REQUESTED INFORMATION.
NEXT IEP DATE _____.

A. PROGRAM	DATE TO START	NO. OF MINUTES PER DAY/WEEK	DATE TO END	NAME OF RECEIVING TEACHER
Preschool				
Lunch in Reg. Prog.				
Regular Class				
Recess in Reg. Prog.				
Resource Specialist Program				

INDIVIDUALIZED EDUCATION PROGRAM*

PAGE ____ OF ____

STUDENT _____ BIRTHDATE ___/___/___ CA ____ CURRENT SCHOOL _____ / GRADE _____
(last) (first) (MI)

IV. A. PROGRAM (continued)

Extended School Year

Designated Instruction & Services

APE Sp. Th. Psych. Serv.
Itin.VII Career Nurse Other

Special Day Class

IV. B. COMPLETE FOR ALL SECONDARY STUDENTS. (FILL IN APPROPRIATE INFORMATION.)

1. CAREER/VOC. ED. SERVICES: Assessment _____, Voc. Ed. Class Title _____, ROP _____, OJT _____, Independent Living Skill Training _____

2. ALTERNATIVE MEANS/MODES NECESSARY TO:

a. COMPLETE DISTRICT COURSE OF STUDY _____

b. ACHIEVE DISTRICT PROFICIENCY STANDARDS FOR GRADUATION

TEST AREA	NECESSARY ALTERNATIVE MEANS/MODE	DIFFERENT STANDARD
English		
Written Expression		
Mathematics		

I-96

V. PARENT/GUARDIAN PERMISSION

A. I understand and AGREE/DISAGREE with the above recommendations.

_____ _____
PARENT/GUARDIAN SIGNATURE DATE

I GIVE/DENY my consent for _____ to be placed in the program outlined in section IV (above).

B. I have received and understand the Parent Rights Notice.

_____ _____
PARENT/GUARDIAN SIGNATURE DATE

C. IEP TEAM MEMBERS:

SIGNATURE	TITLE	DATE
_____	ADMINISTRATOR/DESIGNEE	_____
_____	REGULAR TEACHER	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

INDIVIDUALIZED EDUCATION PROGRAM*

PAGE____ OF____

SCHOOL YEAR _____

STUDENT _____ PROGRAM: RSP ___ SDC ___ DIS ___ MEETING DATE _____

APE ___ SpTh ___ Psych ___ Vision ___ Other _____

(Must relate to Assessment and Annual Goal)

PRESENT LEVEL OF PERFORMANCE _____

ANNUAL GOAL: _____

SHORT TERM OBJECTIVES: (Please number each one)

EVALUATION SCHEDULE

I-97

(Must relate to Assessment and Annual Goal)

PRESENT LEVEL OF PERFORMANCE: _____

ANNUAL GOAL: _____

SHORT TERM OBJECTIVES: (Please number each one)

EVALUATION SCHEDULE

*Modified from a Pasadena Unified School District form (9/82).

LEARNING ACTIVITIES

The following activities include exercises to be used during the training session and assignments for trainees to do outside the session.

EXERCISES TO BE USED DURING THE TRAINING SESSION

1. HINDSIGHT. Reflect on students you have in class now or have had in class in the past who have had movement problems. Write down the specific description of the atypical performances for two students you observed, and discuss your observations with another person in this training session. Working in pairs and with one of you as a listener, require that those reporting use language that describes what they saw the student doing.

   Reflecting time is 15 minutes; discussion time (in pairs) is 15 minutes; and total time for learning activity is 30 minutes.

2. OBSERVATION. Have five or six people in the group demonstrate atypical patterns of throwing, walking, hopping, catching, jumping, and skipping. These may be movement deviations they have seen in students or some they have just made up. Ask the rest of the participants to describe the performances they are seeing.

   Total time for learning activity is 20 minutes.

ASSIGNMENTS FOR TRAINEES TO DO OUTSIDE OF THE TRAINING SESSION

1. TALK IT OUT. When you go home to your school district, set up a time when you can sit down with your adapted physical educator and make a list of the kinds of performances he or she believes diverge enough from the norm to warrant the referral. The trainer may wish to have this list mailed to him or her.

   Total time for learning activity is five minutes to make assignment.

2. LEARNING TO SEE. Using the list of motor behaviors obtained in Item 1 above, develop a referral form that includes the most commonly occurring deviations from the norm that will allow you to communicate more accurately with the physical educator when making a referral.

   Total time for learning activity is five minutes to make assignment.

PRETEST

Identification & Referral

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Describe the three steps diagrammed in the flowchart to support a student's success in a regular physical education program before referring him or her to the IEP team.

   a.

   b.

   c.

2. Describe three motor indicators that suggest a student may profit from adapted physical education.

   a.

   b.

   c.

3. How many days are available between the time the parent's approval for assessment of possible exceptional needs is received and the date of the IEP meeting?

4. What steps in the referral, assessment, and IEP process require informed consent?

PRETEST ANSWERS

Identification & Referral

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Describe the three steps diagrammed in the flowchart to support a student's success in a regular physical education program before referring him or her to the IEP team.

   a. Modifications made in regular P.E. class's activity

   b. Modifications made in the way the teacher presents the material

   c. Modifications made of equipment or playing area

2. Describe three motor indicators that suggest a student may profit from adapted physical education.

   a. Hyperkinesis
   b. General incoordination
   c. Constantly injuring self
   d. Self-abuse
   e. Sloppy work
   f. Problems in peer interaction
   g. Immature emotional behavior
   h. Self-stimulation
   i. Abnormal ambulation

3. How many days are available between the time the parent's approval for assessment of possible exceptional needs is received and the date of the IEP meeting?

   50 days

4. What steps in the referral, assessment, and IEP process require informed consent?

   Assessment, placement

POST-TEST

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. List three steps in the process of referring a regular education student to the IEP Team as described in the flowchart.

   a.

   b.

   c.

2. How many days are allotted for the referral and assessment process?

3. What are three of the five basic competencies required for valid observational techniques?

   a.

   b.

   c.

4. What does accountability mean to you as an educator?

5. Prior to IEP referral, name three types of modifications or interventions that can be considered for students that seemingly have motoric problems.

   a.

   b.

   c.

POST-TEST ANSWERS

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. List three steps in the process of referring a regular education student to the IEP Team as described in the flowchart.

   a. Modifications in regular P.E. attempted first after referral from Student Study Team

   b. Referred to IEP Team and assessed

   c. IEP Team determines placement and program

2. How many days are allotted for the referral and assessment process?

   80 days

3. What are three of the five basic competencies required for valid observational techniques?

   a. Understanding of developmental milestones for performance

   b. Knowledge of the elements of performance

   c. Ability to identify deviations

   d. Ability to describe deviations

   e. Ability to make sense out of relationships among performances

4. What does accountability mean to you as an educator?

   That I must provide a program of physical education in accordance with each student's IEP.

5. Prior to IEP referral, name three types of modifications or interventions that can be considered for students that seemingly have motoric problems.

   a. Modify the way the material is presented.

   b. Modify the activity.

   c. Modify the facilities or equipment.

SELECTED REFERENCES

California Administrative Code, Title 5, Part 30, Special Education Programs, March 1982.

California State Plan for Part B of the Education of the Handicapped Act as Amended by PL 94-142 for Fiscal Years 1984-1986. Sacramento: California State Department of Education, June 10, 1983.

"Regulations Governing the Education of the Handicapped Act," Federal Register, 34 CFR Part 300, September 2, 1983.

PUPILS' ELIGIBILITY AND ASSESSMENT

Contents of Module II

Page

II.A. Legislation

Trainer's Notes II-3

Selected Articles from California Education Code and California Administrative Code, Title 5, Education II-5

Policy Statement for Special Education II-10

Suggested Outline for Training II-11

Background Information on the Eligibility for Adapted Physical Education II-12

Selected Handouts II-14

Overhead Transparency (O.H.) II-28

Learning Activities II-29

Pretest II-31

Pretest Answers II-32

Post-Test II-33

Post-Test Answers II-34

Selected References II-35

II.B. Assessment

Trainer's Notes II-36

Selected Articles from California Education Code, Part 30, Special Education Programs II-38

California Administrative Code, Title 5, Education, Article 3 . . . . . II-41

Suggested Outline for Training II-42

Background Information II-43

Motor Development II-43

Page

Perceptual/Motor Skills II-45

Physical Education Skill Development II-47

Physical Fitness II-49

Comprehensive Motor Performance Tests Measuring All Categories for Eligibility II-51

Selected Handouts II-53

Overhead Transparencies (O.H.) II-55

Learning Activities II-58

Pretest II-60

Pretest Answers II-61

Post-Test II-63

Post-Test Answers II-65

Selected References II-67

SECTION II-A
PUPILS' ELIGIBILITY

TRAINER'S NOTES

This section may be used to clarify eligibility criteria for special education and services of which physical education is a part. It includes the code sections relating to qualifying criteria, California Administrative Code, Title 5, Education, regulations, State Department of Education policy statements, and interpretations of these criteria as they relate to typical measures used in physical education. The section must be used in its entirety to maintain continuity. Some quantitative ability is needed; thus, trainers may want to rehearse or at least verify their understanding of the material with a State Department of Education consultant and/or retain a consultant in adapted physical education before proceeding with this module.

Before using this section:

1. Check to see that all the materials are included in the packet for this section. These materials should include:

   a. Subsections: Purpose of the section, overview, and objectives for trainees

   b. Definitions, California Education Code, Part 30

   c. Relevant sections from California Administrative Code, Title 5, Education; Education Code; and State Department of Education policies

   d. Suggested outline of presentation

   e. Background information

   f. Handouts:

      (1) Barber, Louis S. Eligibility Criteria for Individuals with Exceptional Needs, Title 5, California Administrative Code, Sections 3030-3031, Sacramento, Calif., memo, March 1, 1983.

      (2) Barber, Louis A. Frequently Asked Questions Regarding Adapted Physical Education, Sacramento, Calif., memo, September 1, 1983.

      (3) Los Angeles Unified School District. Recommended Assessments and Results Indicating Eligibility, Los Angeles, Bulletin No. 41, April 20, 1982, Attachment A.

   g. Overhead Transparencies

   h. Learning Activities

      (1) Exercises to be used during the training session

(2) Assignments for trainees to do outside the session

(3) Pre- and post-tests

i. Selected references

PURPOSE

The purpose of this section is to develop knowledge and skills for determining eligibility for adapted physical education and distinguishing the difference between eligible students and noneligible students on the basis of motor performance.

OVERVIEW

This section reviews state regulations and guidelines for determining eligibility of students for adapted physical education. Relevant sections of California Administrative Code, Title 5, Education, and other official documents are cited as well as quotations from professional literature. The background information includes some historical perspective that sheds light on the difficult task of determining the eligibility of students with exceptional needs for physical education services.

OBJECTIVES

At the conclusion of this training, given the entire section is used, the trainee will be able to:

1. Cite the categories of motor deficit that qualify a student for adapted physical education.

2. Determine the criteria within each category that would qualify students for adapted physical education.

3. List at least one test in each qualifying category that could be used to measure students having suspected disorders in motor performance.

SELECTED ARTICLES FROM CALIFORNIA EDUCATION CODE AND CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, EDUCATION

California Education Code--Part 30

Special Education Programs
Chapter 1, Article 2

Definitions

56026. "Individuals with exceptional needs" means those persons who satisfy all of the following:

(a) Identified by an individualized education program team as a handicapped child as that term was defined in subsection (1) of Section 1401 of Title 20 of the United States Code as it read July 1, 1980.

(b) Their impairment, as described by subdivision (a), requires instruction, services, or both, which cannot be provided with modification of the regular school program.

(c) Come within one of the following age categories:

(1) Younger than three years of age and identified by the district, the special education services region, or the county office as requiring intensive special education and services, as defined by the State Board of Education.

(2) Between the ages of three and four years and nine months, inclusive, and identified by the district, the special education services region, or the county office as requiring intensive special education and services, as defined by the State Board of Education.

(3) Between the ages of four years and nine months and 18 years, inclusive.

(4) Between the ages of 19 and 21, inclusive; enrolled in or eligible for a program prior to his or her 19th birthday; and has not yet completed his or her prescribed course of study or who has not met proficiency standards prescribed pursuant to Sections 51215 and 51216. Any such person who becomes 22 years of age while participating in a program under this part may continue his or her participation in the program for the remainder of the then current school year.

(d) Meet eligibility criteria set forth in regulations adopted by the board, including, but not limited to, those adopted pursuant to Article 2.5 (commencing with Section 56333) of Chapter 4.

(e) Unless handicapped within the meaning of subdivisions (a) to (d), inclusive, pupils whose educational needs are due primarily to unfamiliarity with English language; temporary physical disabilities; social maladjustment; or environmental, cultural, or economic factors are not individuals with exceptional needs.

56025.5. "Low incidence disability" means a severe handicapping condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. For purposes of this definition, severe handicapping conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof.

California Administrative Code, Title 5, Education

Article 3.1

3030. Eligibility Criteria

A pupil shall qualify as an individual with exceptional needs, pursuant to Section 56026 of the Education Code, if the results of the assessment . . . demonstrate that the degree of the pupil's impairment . . . requires special education and related services which cannot be provided with modification of the regular school program.

(a) A pupil has a hearing impairment, . . . which adversely affects educational performance.

(b) A pupil has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems.

(c) A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:

(1) Articulation Disorder.

(2) Abnormal Voice . . . .

(3) Fluency Disorders . . . .

(4) Language Disorder . . . .

(d) A pupil has a visual impairment which, even with correction, adversely affects a pupil's educational performance.

(e) A pupil has a severe orthopedic impairment which adversely affects the pupil's educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

(f) A pupil has limited strength, vitality or alertness, due to chronic or acute health problems which adversely affect a pupil's educational performance. In accordance with Section 56026(e) of the Education Code, such physical disabilities shall not be temporary in nature . . . .

(g) A pupil exhibits any combination of autisticlike behaviors . . . .

(h) A pupil has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.

(i) Because of a serious emotional disturbance, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance . . . .

(j) A pupil has a disorder in one or more of the basic psychological processes . . . and has a severe discrepancy between intellectual ability and achievement . . . .

(1) Basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(2) Intellectual ability includes both acquired learning and learning potential . . . .

(3) The level of achievement includes the pupil's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized achievement tests.

(4) (Editor's Note: For the purpose of this section, severe discrepancy means that there is a difference of at least 1.5 standard deviations between the achievement test score and the ability test score once the two have been converted to a common unit of measure.) . . .

3031. Additional Eligibility Criteria for Individuals with Exceptional Needs Age Birth to Four Years and Nine Months

(a) A child, age birth to four years and nine months, shall qualify as an individual with exceptional needs . . . if the Individualized Education Program Team determines that the child meets the following criteria:

(1) Is identified as an individual with exceptional needs pursuant to Section 3030, and

(2) Is identified as requiring intensive special education and services by meeting one of the following:

(A) The child is functioning at or below 50 percent of his or her chronological age level in any one of the following skill areas:

1. gross or fine motor development;

2. receptive or expressive language development;

3. social or emotional development; and

4. cognitive development.

(B) The child is functioning between 51 percent and 75 percent of his or her chronological age level in any two of the skill areas identified in Section 3031(2)(A).

(C) The child has a disabling medical condition or congenital syndrome that the Individualized Education Program Team determines has a high predictability of requiring intensive special education and services.

(b) Programs for individuals with exceptional needs younger than three years of age are permissive . . . except for those programs mandated pursuant to Section 56425 of the Education Code.

Education Code, Part 30, Special Education Programs

Articles 2 and 2.5

56322. The assessment shall be conducted by persons competent to perform the assessment, as determined by the school district, county office, or special education services region.

. . . . .

56327. The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

(a) Whether the pupil may need special education and related services.

(b) The basis for making the determination.

(c) The relevant behavior noted during the observation of the pupil in an appropriate setting.

(d) The relationship of that behavior to the pupil's academic and social functioning.

(e) The educationally relevant health and development, and medical findings, if any.

(f) For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.

(g) A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.

(h) The need for specialized services, materials, and equipment for pupils with low incidence disabilities, consistent with guidelines established pursuant to Section 56136.

. . . . .

56338. As used in Section 56337, "specific learning disability" includes, but is not limited to, disability within the function of vision which results in visual perceptual or visual motor dysfunction.

POLICY STATEMENT FOR SPECIAL EDUCATION*

TOPIC: IEP Implementation

Related Services and Designated Instruction and Services (DIS). Under what conditions may a "related service" or "DIS" be provided with special education funding to a pupil whose total instructional program is provided through the regular education program?

ANSWER: Pupils who are receiving only related services may not be counted for purposes of generating federal (PL 94-142) funds. However, if a pupil has been determined eligible for only a specific DIS in accordance with California Education Code, such DIS must be provided and the local educational agency is entitled to include that child for state special education funding purposes. Whether or not the local educational agency may also count that child for PL 94-142 funding depends on whether or not the service in question is specially designed instruction and is included within the state's definition of special education.

*L. Barber, SE-12: September 28, 1982

SUGGESTED OUTLINE FOR TRAINING

A. Introduction

1. Pretest on regulations and policies governing eligibility.

2. Review test--give answers.

B. California Administrative Code, Title 5, Education, regulations and Education Code

1. Review the fact that adapted physical education is a special education service (see Module I).

2. Discuss how the eligibility criteria may be manifest in motor performance.

C. Office of Special Education Policy

1. Discuss implications for physical education.
2. Review levels of physical education services to individuals with special needs (see Module I).

D. Matrix of Eligibility Criteria

1. Discuss types of information generated by tests in each area of suspected physical/motor deficits (see Module II, Section B).

2. Discuss assessment results indicating eligibility.

E. Summary

1. Summarize types of performances and levels of deficit that qualify a pupil for adapted physical education.

   a. Eligibility for service under A-J of Section 3030

   b. Assessment

   c. IEP

   d. Program options

2. Do selected learning activities.

3. Post-test on regulations and policies governing eligibility.

4. Distribute handouts.

BACKGROUND INFORMATION ON THE ELIGIBILITY FOR ADAPTED PHYSICAL EDUCATION

Eligibility for adapted physical education has always been elusive and will continue to be so until measurement technology catches up with the mandates of current legislation. In 1979 a CAHPERD task force convened to establish guidelines for classification of motor performance into levels for the purpose of placing students into appropriate physical education contexts. A systematic and scientific eligibility matrix was generated by the task force. CAHPERD's work was utilized in the state's development of the Barber memo and attached information matrix dated September 1, 1982 (pages II-22 to II-26). This memo came prior to the California Administrative Code, Title 5, Education, Eligibility Criteria. However, the tendency of professionals is to apply this matrix as though it were a template of some kind--a mold into which students will fit or will not fit, making decisions for placement easy. Such is not the case, however. Human performance, especially in the motor area, is not that consistent. Thus, a trained specialist in adapted physical education should administer data gathering procedures and interpret their results before placement is recommended to the IEP team. The pitfalls and values of using this physical education program matrix will be elaborated.

On page II-27 is the Los Angeles Unified School District Bulletin Number 41, "Adapted Physical Education as a Designated Instruction and Service." This chart, along with the aforementioned matrix, is suggested only to SELPAs to assist in their planning. The bulletin on page II-27 designates five areas of suspected physical-motor skills, physical education skill development, and physical fitness.

The first area is physical disability. A student may need adapted physical education if the "results indicate that, as a result of severe medical disability or impairment, the pupil's physical activities will require significant modification (see Barber September 1, 1982, memo and accompanying matrix on pages II-22 to II-26). This data could be generated by a physician's, nurse's, or physical/occupational therapist's report. One must ask the questions: "What do these people know about determining a student's educational needs? What do these professionals know about the options available in the school district for meeting this student's motor needs?" Stories abound about how physically disabled individuals who are successful indeed excel in physical activity after being given the opportunity to participate and/or compete with their nondisabled peers. Many physically disabled youngsters perform equally with peers in situations in which their physical disability does not limit their performance, e.g., blind wrestlers, paraplegic gymnasts, swimmers, and archers. The adapted physical educator must also measure that student's motor performance in light or in spite of his or her physical disability to accurately determine whether a separate adapted physical education class is the appropriate placement.

Motor development, the second area of suspected disability, creates its own set of challenges. (Refer to the California Administrative Code, Title 5, Education, criteria on pages II-14 to II-21. Pay particular attention to the information provided by California Administrative Code, Title 5, Education, sections 3030 and 3031 in regards to 3030--Eligibility Criteria introduction, 3030(a)-(j), and all of 3031). This area may result in qualifying young

children who are severely developmentally delayed and older students who are mildly delayed. Utilizing the matrix on page II-26, one can see that a six-year-old who is performing two years below the mean for his or her age is performing at only two-thirds of his or her chronological age. Thus, motorically, he or she will be performing as a four-year-old. On the other hand, a ten-year-old performing two years below his or her chronological age will be performing at 80 percent, a fourteen-year-old at 86 percent, and so on. Because motor development and most motor development instruments stop at age seven, it is difficult to demonstrate that a student over nine years of age is two years below the mean for his or her age unless he or she cannot do the performance items at the seven-year-old level. Thus, a two-year deficit in the early years implies that the student be quite severely impaired before he or she is identified as an individual with exceptional needs who may be in need of adapted physical education. On the other hand, the average, or slightly below average, ten-year-old or older student will certainly need this service if there are any developmental problems. Significantly, eligibility is based on assessed needs documenting developmental limitations that can be helped with special programming. Students in regular, modified, or specially designed physical education may not progress if they are motorically delayed, because their bodies are not ready to do the types of activities that are done in those contexts. Having the prerequisite skills and physical readiness for age-appropriate activities is crucial to success in these contexts.

This third area comprises deficits in perceptual-motor skills. A student identified under California Administrative Code, Title 5, Education, Section 3030(j)(1) may need special services, including adapted physical education, due to a disorder with the basic psychological processes in the area of sensory-motor skills development (California Administrative Code, Title 5, Education, Section 3030(j)(1)). This is significant because the classroom teacher usually notices these deficits before anyone else. Students may be in need of adapted physical education if they cannot sit upright in their desks, hold their heads erect when writing, copy from the chalkboard to their paper, walk from their desks to the teacher's desk without stumbling, and so on. The challenge in qualifying students on the basis of these criteria is that most available tests must be administered on an individual basis, and their levels of validity and reliability are not high. They often do not meet the requirements for assessment tools discussed in the next section, but they are all that is available.

The fourth area is physical education skill development. Significant reduction in physical education skills performance is one of the easiest needs to identify. Skills are movements that have specific elements that easily can be measured in terms of how far, how many times, and how the very skills students need to have to compete with their peers on the playground. The limitation to testing in this area is that many individuals with exceptional needs score so poorly that their score is not scaleable on many tests used. Thus, no information is provided for planning the program.

Assessment of physical fitness is the most commonly used means to identify individuals with exceptional needs that are in need of adapted physical education. Minor problems exist, in that individuals with exceptional needs have been systematically excluded from most norming samples. Thus, a comparison of a given student's score with the norms does not necessarily represent a comparison with that student's peers. Secondly, most fitness test scores are converted to percentile ranks; thus, some calculation is required to interpret test results in light of current eligibility criteria.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814-4785

Bill Honig
Superintendent
of Public Instruction

March 1, 1983

TO: County and District Superintendents of Schools
Special Education Local Plan Area Administrators
Interested Individuals

FROM: Louis S. Barber
Assistant Superintendent and Director
Office of Special Education

SUBJECT: ELIGIBILITY CRITERIA FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS, TITLE 5, CALIFORNIA ADMINISTRATIVE CODE, SECTIONS 3030-3031

The State Board of Education adopted regulations pertaining to the eligibility of individuals for special education and related services. Following the Board's adoption, the Office of Administrative Law reviewed and approved the regulations which become effective on March 2, 1983. Attached is a copy of these regulations.

These regulations are to be used in determining initial eligibility for special education. For pupils who are currently receiving special education and related services, these provisions only apply when a complete reassessment has been conducted pursuant to Education Code Section 56381.

Please note that there is one nonsubstantive change in the approved regulations. The change is found in the language of Section 3030(j)(4), which relates to the definition of a severe discrepancy between ability and achievement. This modification from the Board's adopted version has no effect on the computation of the standard deviation of the difference distribution.

To assist you in implementing these regulations, the Office of Special Education will conduct a series of regional meetings during the early part of April. A memorandum will be sent in mid-March giving the specific dates and locations for these meetings, and it will include additional material such as key points and statistical information.

The major topics to be covered at these meetings will be:

1. An overview of the development of the regulations

2. A section by section analysis of the regulations, including Departmental policy positions

3. Procedures for computing the standard deviation of the difference distribution, as well as procedures for using the Department-prepared tables in determining a severe discrepancy between ability and achievement

4. Key points in assessing language disorders, specific learning disabilities, and preschool children

If you have any questions concerning these regulations or the April meetings, please contact the Local Administrative Assistance Unit.

Northern California

Department of Education
Office of Special Education
Consultant Services, North
721 Capitol Mall
Sacramento, CA 95814-4785
(916) 445-0776

Southern California

Department of Education
Office of Special Education
Consultant Services, South
601 W. Fifth St.
Los Angeles, CA 90017
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LSB:LDS:ats
Enclosure

TITLE 5

CALIFORNIA ADMINISTRATIVE CODE

Article 3.1

3030. Eligibility Criteria.

A pupil shall qualify as an individual with exceptional needs, pursuant to Section 56026 of the Education Code, if the results of the assessment as required by Section 56320 demonstrate that the degree of the pupil's impairment as described in Section 3030 (a through j) requires special education and related services which cannot be provided with modification of the regular school program. The specific processes and procedures for implementation of these criteria shall be developed by each Special Education Local Plan Area and included in the local plan pursuant to Section 56220(a) of the Education Code.

(a) A pupil has a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech reception and speech discrimination.

(b) A pupil has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems.

(c) A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:

(1) Articulation disorder.

(A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference occurs when the pupil's

production of multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level.

(B) A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

(2) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

(3) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

(4) Language Disorder. The pupil has a language disorder when he or she meets both of the following criteria:

(A) Using more than one assessment procedure, the pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, and

(B) The pupil displays inappropriate or inadequate usage of expressive language as measured on a representative spontaneous language sample of a minimum of fifty utternances. (sic)

(d) A pupil has a visual impairment which, even with correction, adversely affects a pupil's educational performance.

(e) A pupil has a severe orthopedic impairment which adversely affects the pupil's educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease, and

impairments from other causes.

(f) A pupil has limited strength, vitality or alertness, due to chronic or acute health problems which adversely affect a pupil's educational performance. In accordance with Section 56026(e) of the Education Code, such physical disabilities shall not be temporary in nature as defined in Section 3001(x).

(g) A pupil exhibits any combination of the following autistic-like behaviors, to include but not limited to:

(1) An inability to use oral language for appropriate communication.

(2) A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.

(3) An obsession to maintain sameness.

(4) Extreme preoccupation with objects or inappropriate use of objects or both.

(5) Extreme resistance to controls.

(6) Displays peculiar motoric mannerisms and motility patterns.

(7) Self-stimulating, ritualistic behavior.

(h) A pupil has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.

(i) Because of a serious emotional disturbance, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance:

(1) An inability to learn which cannot be explained by intellectual, sensory, or health factors.

(2) An inability to build or maintain satisfactory interpersonal

relationships with peers and teachers.

(3) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.

(4) A general pervasive mood of unhappiness or depression.

(5) A tendency to develop physical symptoms or fears associated with personal or school problems.

(j) A pupil has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, and has a severe discrepancy between intellectual ability and achievement in one or more of the academic areas specified in Sections 56337(a) of the Education Code. For the purpose of Section 3030(j):

(1) Basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(2) Intellectual ability includes both acquired learning and learning potential and shall be determined by a systematic assessment of intellectual functioning.

(3) The level of achievement includes the pupil's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized achievement tests.

(4) When standardized tests are considered to be valid for a specific pupil, a severe discrepancy shall be determined by: first, converting into common standard scores the achievement test score and the ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the product of 1.5

multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds the product of 1.5 multiplied by the standard deviation of this distribution of computed differences indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

(5) When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.

(6) The discrepancy shall not be primarily the result of limited school experience or poor school attendance.

3031. Additional Eligibility Criteria for Individuals with Exceptional Needs Age Birth to Four Years and Nine Months.

(a) A child, age birth to four years and nine months, shall qualify as an individual with exceptional needs pursuant to Education Code Section 56026(c) (1) and (2) if the Individualized Education Program Team determines that the child meets the following criteria:

(1) Is identified as an individual with exceptional needs pursuant to Section 3030, and

(2) Is identified as requiring intensive special education and services by meeting one of the following:

(A) The child is functioning at or below 50% of his or her chronological age level in any one of the following skill areas:

1. gross or fine motor development;
2. receptive or expressive language development;
3. social or emotional development; and
4. cognitive development.

(B) The child is functioning between 51% and 75% of his or her chronological age level in any two of the skill areas identified in Section 3031(2)(A).

(C) The child has a disabling medical condition or congenital syndrome which the Individualized Education Program Team determines has a high predictability of requiring intensive special education and services.

(b) Programs for individuals with exceptional needs younger than three years of age are permissive in accordance with Section 56001(c) of the Education Code except for those programs mandated pursuant to Section 56425 of the Education Code.

Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

September 1, 1982

TO: Special Education Local Plan Area Administrators
County and District Superintendents of Schools

FROM: Louis S. Barber, Assistant Superintendent
and Director, Office of Special Education

SUBJECT: Frequently Asked Questions Regarding Adapted Physical Education

* Numerous requests from the field indicate a need to clarify issues regarding the eligibility of students for adapted physical education in accordance with Education Code Sections 56363(b)(5) and 56751(a) and (b); and to describe the services and personnel responsible for providing adapted physical education.

The major change in the eligibility criteria for adapted physical education concerns the exclusion of individuals with temporary physical disabilitites. In general, the services to be provided in adapted physical education as a designated instruction and service (DIS) have not changed from the adapted physical education services formerly referred to as itinerant or remedial physical education.

* California Administrative Code (CAC), Title 5 regulations, effective March 5, 1982, describe adapted physical education as providing for "...individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs." The determination for adapted physical education services follows the rationale of eligibility based on need rather than on categorical labels. Note: The term "physical disabilities" is not included in current regulations.

To assist Special Education Local Plan Areas (SELPAs) in developing program eligibility criteria for adapted physical education, it is necessary to describe the elements of a comprehensive physical education program for individuals with exceptional needs. Elements should include, but not be limited to:

1. A curriculum containing instructional goals that address all areas of motor performance such as motor development, skill development, physical fitness, perceptual motor, and severe medical disabilities.

* Note to Readers: These code sections and Title 5 regulations are outdated and have been superseded by amendments effective January 1, 1984. The "frequently asked questions" and answers are still informative.

2. Assessment techniques and tools that address all areas of motor development, skill development, physical fitness, perceptual motor and severe medical disabilities.

3. Program placement options that meet the least restrictive environment requirements of state and federal laws on a continuum such as:

   - Regular physical education, conducted by physical education teacher or regular classroom teacher, including nonhandicapped and handicapped students.

   - Regular physical education, with modifications conducted by physical education teacher or regular classroom teacher, including nonhandicapped and handicapped students.

   - Specially designed physical education conducted by a special education teacher for handicapped students.

   - Adapted physical education conducted by an adapted physical education teacher in a restricted setting (this program is considered to be a designated instruction and service (DIS)).

The California Association for Health and Physical Education, Recreation and Dance developed a matrix that describes elements of a physical education program which may assist SELPAs in their planning. The attached chart has excerpts from the original matrix, deleting the emotional development area and other physical education programs, and is only an example for your information.

The procedure for determining an individual's needs with respect to special education does not differ from that involving any other suspected disability. A student referral begins the process, followed by the development of an assessment plan. If performance in motor development is an area of suspected disability, then the assessment plan should incorporate testing in this area. The assessment report or reports is/are prepared and presented to an IEP team. Based on the findings, the IEP team discusses present levels of performance, eligibility, goals, objectives and placement options. The IEP team, in determining the physical education program setting, must consider the least restrictive environment for the student.

Following are frequently asked questions regarding adapted physical education:

1. What is a temporary disability?

   CAC Title 5, Section 3001(x) describes "temporary physical disability" as a ". . .disability incurred while a pupil was a regular education pupil and which at the termination of the temporary physical disability, the pupil can, without special intervention, reasonably be expected to return to his

or her regular education class." If the disability is determined to be "temporary", then the program is not the responsibility of special education. Students with temporary disabilities should be allowed an opportunity to participate in a regular physical education program, with modifications as necessary.

2. Does a student need a medical doctor's prescription or note to be eligible for adapted physical education?

   For students with severe medical disabilities such as a heart condition, asthma or postural deviation, the SELPA may develop a policy requiring or recommending a medical doctor's involvement. There are two major areas where a doctor's involvement would be appropriate: (a) diagnosis of a severe medical disability, and (b) a description of any restrictions in the physical education program (e.g., limitations in range of motion, limited running or calisthenics). A doctor's prescription indicating only that the student should receive adapted physical education is not helpful to the IEP team. Information from a doctor should describe the specific limitations or restrictions to follow when planning the student's physical education program. It is the IEP team which determines the appropriate physical education program. However, it may not always be necessary to have the medical doctor's involvement. SELPAs requiring parents to obtain a medical doctor's diagnosis and/or prescription, in order for their child to be considered for adapted physical education, may also be responsible for paying such medical assessment services. Medical assessment/diagnosis, when required as a condition for receiving special education, must be at no cost to parents. In addition, failure to provide a medical prescription/ diagnosis should not be used as a basis for denial of educational service.

3. Is a medical doctor's note recommending adapted physical education sufficient to determine eligibility?

   No. Eligibility is determined by conducting a multidisciplinary assessment as described in the assessment plan, followed by an individualized education program meeting (E.C. Section 56322(a)(b)). A physician's note alone would not meet the requirements of a multidisciplinary approach to determining eligibility. Assessments in the area of motor development and performance are necessary to determine the appropriate physical education program. In addition to testing specific motor skills and capabilities, classrooms, playground-home observation and teacher devised tests may be useful in developing a thorough understanding of the student's ability to participate in the regular physical education program or adapted physical education when indicated. Parents may provide a current physician's report, which shall be considered by the public education agency.

4. Is a student who has such severe emotional problems that he or she cannot function in the specially designed physical education program provided by the special class teacher eligible for adapted physical education?

The assessment and IEP process identifies performance levels, needs of individuals, and eligibility for special education. Before utilizing adapted physical education, every effort must be made to utilize the regular physical education program, through modifications or special design as needed. Services such as behavior modification techniques or counseling which address the emotional disturbance could be employed, if this is determined to impede the student's performance in the physical education program. If the emotional disability is such that the pupil cannot function in the regular physical education program with modification, then a more restrictive setting may be necessary. Physical education instruction conducted by the special education teacher is less restrictive than adapted physical education, and should be considered before resorting to adapted physical education.

5. Can adapted physical education be the only service a pupil receives in special education?

   Yes. A pupil must first be identified as an individual with exceptional needs. If the assessed needs indicate an inability to participate in the regular, modified, or specially designed physical education programs and require developmental or corrective instruction, the student is eligible for adapted physical education, and this may be the only special education service he or she receives.

In summary, it is recommended that SELPAs utilize a variety of assessment tools and techniques related to performance in physical education, to ensure thorough assessment plans and reports. An additional necessity is a physical education curriculum that clearly defines a full continuum of placement options provided in the least restrictive environment. Program placement options, including general physical education programs, modified general physical education, specially designed physical education in a special class, and adapted physical education programs should be available to meet the unique needs of handicapped individuals.

Any questions regarding this memorandum should be directed to:

Local Administrative Assistance Unit
Office of Special Education
California State Department of Education
721 Capitol Mall, Room 656
Sacramento, CA 95814

Telephones: (916) 445-3561 (Sacramento) or
(213) 620-4262 (Los Angeles)

LSB:BH:ay

Attachment

PHYSICAL EDUCATION PROGRAM MATRIX*

Level	Severe medical disability component	Motor development component	Skill component (games and sports achievement)	Fitness component	Perceptual motor component	Placement options**
I	None	Age Appropriate	Age Appropriate	Adequate for daily living	Based upon perceptual motor testing (Purdue, Frostig, etc.), the pupil functions within normal expectancy for age	(a)
II	Physical disability, but does not limit active P.E. participation	2 mo. below @ 1 yr. 4 " " " 2 yrs. 6 " " " 4 yrs. 12 " " " 6 yrs. 18 " " " 8 yrs. 24 " " " 10 yrs.	Immature level of game/sports skill	Requires some modification of activity or falls within one S.D. on physical fitness test	Based upon perceptual motor testing, the pupil functions within one S.D. below the mean	(b)
III	Physical disability which requires modification of regular P.E. or placement in a special class for some activities	3 mo. below @ 1 yr. 6 " " " 2 yrs. 12 " " " 4 yrs. 18 " " " 6 yrs. 24 " " " 8 yrs. 30 " " " 10 yrs.	Developmental delay in play/games/sports	Requires modification of activity and/or physical demand of the activity, or scores at the 15th percentile or below on a physical fitness test	Pupil functions at or below one S.D. from mean, which may result in motor problems significant enough to limit success in physical activity	(c) (d)
IV	Physical disability (e.g., paraplegia, hemiplegia, quadriplegia) which requires significant modification of activities	6 mo. below @ 1 yr. 12 " " " 2 yrs. 24 " " " 4 yrs. 36 " " " 6 yrs. 48 " " " 8 yrs. 60 " " " 10 yrs.	Significantly reduced performance falling about 1.5 S.D. below mean, or 50 percent below age expectation	Requires extensive modification and scores equivalent to 1.5 S.D. below mean or at the 5th percentile or below on physical fitness test	Significantly reduced performance falling about 1.5 S.D. or below on perceptual motor tests	(e)
V	Physical disability which requires extreme care and allows only limited participation in selected activities	Pupil functions below severe category at age Has achieved developmental milestones representing growth at less than half CA	Game/sports generally not appropriate as prerequisite skills not evident	Serious fitness deficit which results in an inability to meet the minimum requirements of daily living	Pupil functions more than 2 S.D. below the mean	
Sample assessment tools	A. Physician's Diagnosis/Rep. B. Nurse's reports C. Physical/Occupational Therapist's reports	A. Brigance B. Denver Scales C. Koontz Scales D. Bayley Inventory E. Ordinal Scales F. C.A.R.E. - LA County Schools (Curriculum Assessment Resources Evaluation)	A. Bruninks/ Oseretsky B. Body Coordination Test C. Cratty Six Category D. Adapted Physical Education Assessment Scale (L.A.U.S.D.) E. A.A.H.P.E.R.D. Skill Tests (American Assoc. for Health, PE, Recreation, and Dance)	A. A.A.H.P.E.R.D. Youth Fitness B. Physical Performance Test for California revised 1981 C. Project Unique	A. Purdue P-M Survey B. Frostig Dev. Test of V-P Visual Motor C. Southern Calif. Sensory-Integration Test D. Motor-Free V-P Test E. Beery test of V-M integration development	KEY TO PLACEMENT OPTIONS (a) = Regular P.E. (b) = Regular P.E. with modifications (c) = P.E. in special day class (specially designed P.E.) (d) = P.E. in special day class with modifications (e) = Adapted P.E. (DIS)

*This matrix provides guidelines for classification of motor performance into levels for placement. Decisions are still the responsibility of the IEP team. Excerpts from California Association for Health, P.E., Recreation, and Dance. Used with permission.

**Placement options are flexible and may overlap as indicated by dotted lines. Consideration should be given to the needs of the total child in making placement decisions. Placement options represent continuum of least restrictive environment (a) = less restrictive, (e) = more restrictive.

L.A. Unified School District
Division of Special Education

ADAPTED PHYSICAL EDUCATION AS A DESIGNATED INSTRUCTION & SERVICE (DIS)

RECOMMENDED ASSESSMENTS AND RESULTS INDICATING ELIGIBILITY

Areas of Suspected Physical/Motor Deficit	Physical Disability	Motor Development	Perceptual-Motor Skills	Physical Education Skill Development	Physical Fitness
RECOMMENDED ASSESSMENTS	1. Physicians' Diagnosis/Reports 2. Nurses' Reports 3. Physical/ Occupational Therapists' Reports	1. Adapted Physical Education Assessment Scales (APEAS) 2. Baley Scales of Motor Development 3. Brigance Diagnostic Inventory of Basic Skills (Motor) 4. Denver Developmental Screening Test 5. Koontz Scales 6. Ordinal Scales 7. Peabody Developmental Motor Scale	1. APEAS 2. Developmental Test of Visual-Motor Integration (Beery) 3. Motor-Free Visual Perception Test 4. Purdue Perceptual Motor Survey	1. APEAS 2. Body Coordination Test for Children (BCTC) 3. Brunicks/Oseretsky Test of Motor Proficiency 4. Cratty's Six Category Gross Motor Test 5. Move-Grow Learn Movement Skills Survey 6. Stott Motor Ability Test	1. APEAS 2. American Ass'n of Health Physical Education Recreation & Dance Youth Fitness 3. California Youth Fitness 4. Project Unique
ASSESSMENT RESULTS INDICATING ELIGIBILITY	Results indicate that as a result of severe medical disability or impairment, the pupil's physical activities will require signigicant modification.	Results indicate a signigicant developmental delay in motor performance of two years or more below the mean.	Results indicate a significant reduction in perceptual motor functioning of one and one-half or more standard deviations below the mean.	Results indicate a significant reduction in physical education skill performance of one and one-half standard deviations below the mean.	Results indicate a significant reduction in levels of physical fitness performance of one and one-half standard deviations below the norm.

Bulletin NO. 41
April 20, 1982
Attachment A

Used with permission.

WAYS IN WHICH HANDICAPPING CONDITIONS MAY BE MANIFESTED IN MOTOR PERFORMANCE

CRITERIA	PERFORMANCE PROBLEMS
(a) A pupil has a hearing impairment.	Poor balance Poor equilibrium
(b) A pupil has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems.	Developmental delays Problems learning motor skills
(c) A pupil has a language or speech disorder.	Associating words with movements Discriminating sounds Directionality Tempo
(d) A pupil has a visual impairment which, even with correction, adversely affects a pupil's educational performance.	Poor visual tracking Poor spatial relations Directionality
(e) A pupil has a severe orthopedic impairment.	Limited range of movement Poor flexibility Poor strength Limited speed Low endurance
(f) A pupil has limited strength, vitality, or alertness, due to chronic or acute health problems.	Tires easily Flaccid muscle tone Unable to adjust to change
(g) A pupil exhibits any combination of autistic-like behaviors.	Overresponsive to sensory stimuli Underresponsive to sensory stimuli Flaccid muscle tone Isolated motor skills Missed developmental milestones
(h) A pupil has significantly below-average general intellectual functioning.	Developmental delays Trouble grasping game concepts
(i) A pupil exhibits a serious emotional disturbance.	Unable to use skills appropriately Cannot relate/accept rules
(j) A pupil has a disorder in one or more of the basic psychological processes and has a severe discrepancy between intellectual ability and achievement.	Poor attention Visual perception disorders Unable to tolerate or interpret other forms of sensory stimuli

LEARNING ACTIVITIES

The following learning activities include exercises to be used during the training session and assignments for trainees to do outside of the training session.

EXERCISES TO BE USED DURING THE TRAINING SESSION

1. DEVELOP A YARDSTICK. Distribute the following list of motor patterns to participants. Ask them to rank order the sequence that these develop in a normal child by using number one to indicate the one that develops first and number eight to indicate the one that develops last. Discuss and compare their ranking with the answers below:

Developmental milestones	Answers
Uses preferred hand for throwing	4
Steps before and after throwing	2
Jumps over eight-inch object	6
Grasps with neat, pincher grasp	1
Plays small group games	7
Balances on either foot	3
Catches ball with hands	5
Plays team sports competitively	8

Total time for learning activity is 20 minutes.

2. LOOK THEM OVER. Provide as many manuals of motor performance tests as possible (preferably enough so each participant can have one). These could be obtained from local school districts or offices of the county superintendent of schools, or each workshop participant could be asked to bring one. Allow 30 minutes for participants to look over the manuals, scan the administration procedures, and study at least one test item. Discuss with the group the following questions that are relative to the test they have reviewed:

   a. How would students' performance on the test you reviewed be affected if they had a speech and/or language disorder?

   b. How would students' performance on the test you reviewed be affected if they had a severe orthopedic impairment?

   c. How would students' performance on the test you reviewed be affected if they had a disorder in one or more of the basic psychological processes?

   d. How would you, on the test you reviewed, determine the level at which motor performance would adversely affect educational performance, which includes physical education?

   Total time for learning activity is 45 minutes.

ASSIGNMENTS FOR TRAINEES TO DO OUTSIDE OF THE TRAINING SESSION

1. DISCOVERY. When you go back to your school district, find out what tests are currently being used by adapted physical educators to assess pupils.

   Total time for learning activity is five minutes to make assignment. Trainer may want participants to send list of tests to him or her; the total time is undetermined for this optional assignment.

2. INVENTORY. Make a list of all motor performance tests available in your district, including those that the psychologists, occupational therapists, and physical therapists have. Familiarize yourself with the tests so that you can discuss the appropriateness of a given test for a student and know how to use the results.

   Total time for learning activity is five minutes to make assignment.

PRETEST

Eligibility

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. List three types of motor deficits that may precipitate a referral of a student to adapted physical education DIS through the IEP team.

   a.

   b.

   c.

2. State two areas of need as defined in the eligibility criteria that could refer a student for adapted physical education.

   a.

   b.

3. List two tests that can be used to assess motor deficits.

   a.

   b.

PRETEST ANSWERS

Eligibility

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. List three types of motor deficits that may precipitate a referral of a student to adapted physical education DIS through the IEP team.

   a. Severe medical disability
   b. Deficit in motor development
   c. Deficit in motor skills
   d. Low fitness
   e. Deficit in perceptual-motor function

2. State two areas of need as defined in the eligibility criteria that could refer a student for adapted physical education.

   a. Visual impairment
   b. Severe orthopedic impairment
   c. Limited strength, vitality, alertness
   d. Autisticlike behaviors
   e. Below average intellectually
   f. Severe emotional disturbance
   g. Disorder in one or more basic psychological processes

3. List two tests that can be used to assess motor deficits.

   a. APEA
   b. Bayley
   c. Brigance
   d. Denver
   e. Koontz
   f. Peabody
   g. VMI
   h. Purdue
   i. BCTC
   j. Bruninks
   k. Cratty
   l. Stott
   m. AAHPERD Youth Fitness
   n. California Physical Performance

POST-TEST

Eligibility

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Cite five types of motor deficits, outlined in the Physical Education Program Matrix, which may indicate a student's need for adapted physical education.

   a.

   b.

   c.

   d.

   e.

2. State two areas that would indicate a student's need for adapted physical education.

   a.

   b.

3. List one test in four of the five areas that could be used to measure students having suspected disorders in motor performance.

   a.

   b.

   c.

   d.

POST-TEST ANSWERS

Eligibility

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Cite five types of motor deficits, outlined in the Physical Education Program Matrix, which may indicate a student's need for adapted physical education.

   a. Severe medical disability

   b. Motor development

   c. Motor skill

   d. Fitness

   e. Perceptual motor

2. State two areas that would indicate a student's need for adapted physical education.

   a. Severe orthopedic impairment

   b. Limited strength, vitality, or alertness

   c. Disorder in one or more of the basic psychological processes

   d. Serious emotional disturbance

   e. Autisticlike behavior

3. List one test in four of the five areas that could be used to measure students having suspected disorders in motor performance.

   a. See answers to Pretest Item Number 3.

   b. Physician's reports

   c. Nurse's reports

   d. Physical therapy/occupational therapy reports

SELECTED REFERENCES

Barber, Louis S. "Eligibility Criteria for Individuals with Exceptional Needs--Title 5, California Administrative Code, Sections 3030-3031." Sacramento: California State Department of Education, March 1, 1983 (memo).

Barber, Louis S. "Frequently Asked Questions Regarding Adapted Physical Education." Sacramento: California State Department of Education, September 1, 1982 (memo).

Barber, Louis S. "Policy Statement of Pupil Eligibility for Designated Instruction and Services (DIS) and/or Related Services." Sacramento: California State Department of Education, September 28, 1982 (memo).

SECTION II-B
ASSESSMENT

TRAINER'S NOTES

This section is intended to acquaint participants with some of the more common instruments (tests) used to determine students' current levels of performance for the purpose of placement in a program and/or planning a program. It includes sections from legislation and regulations pertinent to the process of assessment. The section must be used in its entirety to maintain continuity. The ability to accurately observe and describe motor performance is needed by the trainer to effectively implement this section. A field specialist may be asked to address this section.

Before using this section:

1. Check to see that all the materials are included in the packet for this section. These materials should include:

   a. Subsections: purpose of the section, overview, and objectives for trainees

   b. Relevant sections from California Administrative Code, Title 5, Education, and the Education Code

   c. Suggested outline for training

   d. Background information

   e. Handouts:

      (1) As many motor performance tests as can be gathered together--preferably one per participant

      (2) Los Angeles Unified School District, Adapted Physical Education as a Designated Instruction and Services (DIS) Recommended Assessment Guidelines, Los Angeles, Bulletin No. 41, April 20, 1982, Attachment A.

      (3) "IEP Timeline," California State Department of Education, October 6, 1980.

   f. Overhead transparencies

   g. Learning activities

      (1) Exercises to be used during the training session

      (2) Pre- and post-tests

   h. Selected references

PURPOSE

The purpose of this section is to develop knowledge and skills for developing and implementing an assessment plan for perceived motor limitations. For adapted physical educators, a second purpose is to develop skills for administering tests that will expand their repertoire of skills for assessing the students' need for adapted physical education.

OVERVIEW

This section reviews legislative mandates relative to testing, measurement, and assesssment including time lines, criteria for selection of tests, and scope of testing motor performance. It also includes relevant sections of California Administrative Code, Title 5, Education, and other official documents that relate to the process of assessment. A great deal of professional literature and practical experience of the author is included in the background information section.

OBJECTIVES

At the conclusion of this training, given the entire section is used, the trainee will be able to:

1. Name at least three tests commonly used to measure performance in each of the four categories of motor deficit and indicate the age range for which each is normed.

2. Name three typical test items used to measure motor deficits in each of the four categories used to determine eligibility for adapted physical education.

3. Name one new testing instrument, describe the types of movement problems that would warrant using that test, and indicate the age range of students for whom the test would be appropriately used.

NOTE: The trainer is encouraged to check regularly the validity of the citations before implementing this section.

SELECTED ARTICLES FROM CALIFORNIA EDUCATION CODE, PART 30, SPECIAL EDUCATION PROGRAMS

Article 2. Assessment

56320. Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted, by qualified persons, in accordante with requirements including, but not limited to, all of the following:

(a) Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.

(b) Tests and other assessment materials meet all the following requirements:

(1) Are provided and administered in the pupil's primary language or other mode of communication, unless the assessment plan indicates reasons why such provision and administration are not clearly feasible.

(2) Have been validated for the specific purpose for which they are used.

(3) Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials . . . .

(c) Tests and other assessment materials included those tailored to assess specific areas of educational need . . . .

(d) Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

(e) No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.

(f) The pupil is assessed in all areas related to the suspected disability including, where appropriate, . . . motor abilities . . . .

56321. (a) Whenever an assessment for the development or revision of the individualized education program is to be conducted, the parent of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment. A copy of the notice of parent rights shall be attached to the assessment plan.

(b) The proposed assessment plan given to parents shall meet all of the following requirements:

(1) Be in language easily understood by the general public.

(2) Be provided in the primary language of the parent or other mode of communication used by the parent, unless to do so is clearly not feasible.

(3) Explain the types of assessments to be conducted.

(4) State that no individualized education program will result from the assessment without the consent of the parent.

(c) No assessment shall be conducted unless the written consent of the parent is obtained prior to the assessment except pursuant to (e) of Section 56506, i.e., when the school district prevails in a fair hearing regarding the assessment. The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of such consent.

56322. The assessment shall be conducted by persons competent to perform the assessment, as determined by the school district, county office, or special education services region.

. . . . .

56327. The personnel who assess pupil shall prepare a written report or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

(a) Whether the pupil may need special education and related services.

(b) The basis for making the determination.

(c) The relevant behavior noted during the observation of the pupil in an appropriate setting.

(d) The relationship of that behavior to the pupil's academic and social functioning.

(e) The educationally relevant health and development, and medical findings, if any.

(f) For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.

(g) A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.

(h) The need for specialized services, materials, and equipment for pupils with low incidence disabilities, consistent with guidelines established pursuant to Section 56136.

. . . . .

56329. The parent of the pupil shall be provided with written notice that he or she may obtain, upon request, a copy of the findings of the assessment or assessments conducted . . . . This notice may be provided as part of the assessment plan given to parents pursuant to Section 56321. The notice shall include all the following:

(a) An individualized education program team conference, including the parent and his or her representatives, shall be scheduled, pursuant to Section 56341,* to discuss the assessment, the educational recommendations, and the reasons for these recommendations.

(b) A parent has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, as defined by regulations of the board, if the parent disagrees with an assessment obtained by the public education agency.

. . . . .

Article 5. Review

56380. (a) The district, special education services region, or county office shall maintain procedures for conducting, on at least an annual basis, reviews of all individualized education programs. The procedures shall provide for the review of the pupil's progress and the appropriateness of placement, and the making of any necessary revisions.

. . . . .

56381. A reassessment of the pupil, based upon procedures specified in Article 2 (commencing with Section 56320) shall be conducted at least every three years or more frequently, if conditions warrant, or if the pupil's parent or teacher requests a new assessment and a new individualized education program be developed.

If the reassessment so indicates, a new individualized education program shall be developed.

*See Module III for citation.

CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, EDUCATION

Article 3

3022. ASSESSMENT PLAN.

In addition to the assessment plan requirements of Education Code Section 56321, the proposed written assessment plan shall include a description of any recent assessments conducted, including any available independent assessments and any assessment information the parent requests to be considered, and information indicating the pupil's primary language and the pupil's language proficiency in the primary language as determined by another section of the Education Code, 52164.1.

SUGGESTED OUTLINE FOR TRAINING

A. Introduction

1. Pretest on Education Code and regulations governing eligibility.

2. Review test.

B. California Administrative Code, Title 5, Education, Regulations and Education Code

1. Discuss unique characteristics of assessment regulations as they apply to motor assessment.

2. Discuss requirements of test materials as they apply to tools measuring motor behavior.

C. The assessment process

1. Discussion of terms used in motor assessment

   a. Testing
   b. Measurement
   c. Evaluation
   d. Assessment

2. Performance testing

   a. Criteria for selecting an instrument
   b. Test administration

D. Some areas of development commonly used to measure various aspects of motor performance

1. Motor development
2. Perceptual-motor skills
3. Physical education skill development
4. Physical fitness

E. Summary

1. Summarize types of performance tests and test items used in each type.

2. Select learning activities.

3. Post-test on regulations and procedures for motor assessment.

4. Distribute handouts.

BACKGROUND INFORMATION

Commonly Used Assessment Tools

The following section contains an annotation of tools commonly used to measure motor performance of individuals with exceptional needs.*

MOTOR DEVELOPMENT

BAYLEY SCALES OF MOTOR DEVELOPMENT

Available:	Psychological Corporation 757 Third Ave. New York, NY 10017
Validity:	None reported
Reliability:	.68--.92 split half (median .84)
Objectivity:	Items scored pass/fail, allows omission, refusal, and parent's report
Norming sample:	1,262 normal children, two through thirty months old
Performances measured:	Gross motor development, sensory perception
Economy:	45 minutes for individually administered motor portion, kit available from publisher
Norms:	Expressed as ratios in a psychomotor index score
Note:	Requires special training

DENVER DEVELOPMENTAL SCREENING TEST

Available:	University of Colorado Medical Center Denver, CO 80220
Validity:	.97 with Yale Developmental Examination
Reliability:	Ranges from .66--.93 on testing and retesting for four parameters
Objectivity:	Tasks are scored pass, fail, refusal, or no opportunity for child to perform, some items may be scored by report of parent

*This annotation has been selected from: The New Adapted Physical Education: A Developmental Approach by Janet A. Seaman and Karen P. DePauw, Mayfield Publishing Company, Palo Alto, California, 1982. Used with permission.

Norming sample:	1,043 children from birth to six years
Performances measured:	105 tasks representing personal-social fine motor--adaptive, language, and gross motor development; identifies development delays
Economy:	Time depends on age of child and number of items includes small toy, rattle, piece of yarn, paper and pencil for scribbling and drawing, box of raisins, eight small cubes, small bottle, pictures of familiar objects, small ball.
Norms:	Charts showing at what age level 10, 25, 50, 75, and 90 percent of children can perform specific tasks

KOONTZ CHILD DEVELOPMENT PROGRAM

Available:	Western Psychological Services 13081 Wilshire Blvd. Los Angeles, CA 90025
Validity:	Validity of program's reported percentages of change over time, no validity of screening instrument reported
Reliability:	.73 to .82 between classroom and head teachers for four parameters screened
Objectivity:	Dichotomous pass/fail for each item
Norming sample:	Normal children between birth and forty-eight months
Performance measured:	550 items measuring gross motor, fine motor social, and language development
Economy:	Administered informally through observation, time undeterminable, equipment needed includes common items such as tricycle, ball, shoe, pull-toy, and so on
Norms:	Associated with developmental tasks reported in the literature
Note:	Accompanying program of motor activities available

PEABODY DEVELOPMENTAL MOTOR SCALES (IMRID BEHAVIORAL SCIENCE MONOGRAPH NUMBER 25)

Available:	IMRID, George Peabody College P.O. Box 163 Nashville, TN 37203
Validity:	Face with literature
Reliability:	None reported
Objectivity:	Five-point rating with criteria provided
Norming sample:	Normal children birth through age seven for gross motor development and birth through age six for fine motor development
Performances measured:	205 gross motor tasks and 130 fine motor tasks
Economy:	Equipment includes common items found in home and school; time undetermined
Norms:	Expressed in age equivalents, birth through seven years, for each task
Notes:	Accompanying program of motor activities available

PERCEPTUAL/MOTOR SKILLS

DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (VMI)

Available:	Follett Educational Corporation 1018 W. Washington Blvd. Chicago, IL 60607
Validity:	.89 between VMI scores and chronological age
Reliability:	Refer to: visual-motor integration (monograph) by Keith E. Beery, Follett Publishing Co., 1967
Objectivity:	Discrete scores on 15 items
Norming sample:	Children ranging in ages from two through fifteen years
Performances measured:	Ability to imitate drawings of various forms, e.g., copying vertical lines, horizontal lines, circles, vertical horizontal cross, right oblique line, square, and so on

Economy:	Administered individually or in groups in 15 to 20 minutes, required equipment includes test booklet for each child, administration and scoring manual, and pencils
Norms:	Expressed in age-equivalents for children four through fifteen years

MVPT MOTOR-FREE VISUAL PERCEPTION TEST

Available:	Academic Therapy Publications 20 Commercial Blvd. Novato, CA 94949
Validity:	Median correlation of .49 for construct validity determined by age differentiation, within and among parameters measured
Reliability:	.86 on test-retest basis
Objectivity:	Right or wrong scores
Performances measured:	Thirty-six items measure spatial relationships, visual discrimination, figure-ground, visual closure, visual memory (child points to multiple-choice selection)
Economy:	Individually administered in less than ten minutes; required materials include multiple-choice templates, score sheet
Norming sample:	883 children, four through nine years; expressed in perceptual age scores

PURDUE PERCEPTUAL MOTOR SURVEY

Available:	Charles E. Merrill Publishing Company 1300 Alum Creek Dr. Columbus, OH 43216
Validity:	.95 test-retest with 30 children one week apart
Objectivity:	Four-point rating scale with criteria
Norming sample:	Two hundred randomly selected children grades one through four with 50 from each grade; 97 nonachievers, no motor defects, no retardation, IQ equals 80
Performances measured:	Balance and posture, body image and differentiation, perceptual-motor match, ocular control, form perception

Economy:	Administered individually in 45 minutes; required equipment includes chalkboard and chalk, penlight, yardstick or dowel, visual achievement forms, standardized test manual
Norms:	One to four: reported means and standard deviations

PHYSICAL EDUCATION SKILL DEVELOPMENT

BRUNINKS-OSERETSKY TEST OF MOTOR PROFICIENCY

Available:	American Guidance Service Circle Pines, MN 55014
Validity:	.57 to .78 with age, item relationship to subtest .65 to .87 for internal consistency
Reliability:	.60 to .89 for items in long form; .86 for short form on test-retest basis for 126 children
Objectivity:	Ratios generated for time, repetitions, and errors, some items scored pass/fail
Norming sample:	Eight hundred normal children, 80 in each age group 4.5 to 14.5 years
Performances measured:	Running speed, agility, balance, bilateral coordination, strength, upper limb coordination, response speed, visual-motor coordination, upper limb speed, and dexterity
Economy:	Individually administered in approximately 45 to 60 minutes for complete 46-item battery, 15 to 20 minutes for 14-item short form, required equipment for standardized administration included in test kit, stopwatch not included
Norms:	Expressed in standard scores converted from Z scores, percentile ranks, and stanines

SIX CATEGORY GROSS MOTOR TEST

Available:	In B. J. Cratty, Perceptual-Motor and Educational Processes, Springfield, IL: Charles C. Thomas, 1969
Validity:	None reported
Reliability:	.91 test-retest on 83 children
Objectivity:	Five-point rating scale with criteria

Norming sample:	200 children
Performance measured:	Body perception, gross agility, balance, locomotor agility, ball throwing, ball tracking
Economy:	Administered individually, in about 30 minutes. Required equipment includes eight-inch ball, rubber softball with 18-inch string attached, four-foot by six-foot mat marked off in 12-inch squares, clipboard, scoring sheet, stopwatch
Norms:	Reported in deciles for children between the age of five through twenty-four years trainable mentally retarded (TMR), six through twenty years educable mentally retarded (EMR), and four through eleven years (normal IQ)

PROJECT ACTIVE

Available:	Township of Ocean School District Dow Avenue Oakhurst, NJ 07755
Validity:	Motor ability with panel of experts, fitness (level two) with Roger's PFI equals .87
Reliability:	Test-retest within one week motor ability (level two) equals .53--.65; (level 3) equals .82--.86; fitness (level two) equals .70--.99
Objectivity:	Rating scale with criteria
Norming sample:	Normal, communicatively handicapped, neurologically impaired, emotionally disturbed, educable mentally retarded five through seventeen years
Performance measured:	Gross body coordination, balance/posture orientation, eye-hand coordination, eye-foot accuracy, arm strength, abdominal strength, leg strength, endurance
Economy:	Administered individually in about 20 minutes
Norms:	Expressed in percentiles and stanines by age

STOTT-MOYES-HENDERSON TEST OF MOTOR IMPAIRMENT

Available:	Brook Educational Publishing, Ltd. Box 1171, Guelph Ontario, Canada NTH-6N3
Validity:	.85 with teacher assessment/referral

Reliability:	.91--.99 test/retest with 24 children tested two days apart, .66--.87 interrater reliability on 28-39 children
Objectivity:	Three-point rating scale for pass, fail, or fail on one body side
Norming sample:	Children ages five through sixteen years, except physically handicapped
Performances measured:	Control and balance while immobile, speed, eye-hand coordination, eye-foot coordination, throwing, kinesthetic awareness, bilateral control, gross motor abilities, fine motor abilities, neurological dysfunction
Economy:	Administered individually in 20 minutes to non-impaired children and 45 minutes to impaired children, test kit available from publisher
Norms:	Expressed in percentiles based on normal population

PHYSICAL FITNESS

SPECIAL FITNESS TEST MANUAL FOR THE MENTALLY RETARDED

Available:	American Alliance for Health, Physical Education, Recreation and Dance 1900 Association Dr. Reston, VA 22091
Validity:	None reported
Reliability:	None reported
Objectivity:	Times, repetitions, and distances
Norming sample:	4,200 mildly retarded children ages eight through eighteen years
Performance measured:	Arm-shoulder endurance, abdominal endurance, agility, leg power, speed, coordination, cardio-respiratory endurance, arm/shoulder power
Economy:	Administered in groups during two physical education periods, required equipment includes horizontal bar, stopwatch, mat, two wooden blocks or erasers, tape measure, softball, and sufficient space for running
Norms:	Percentiles for male and female mildly retarded children ages eight through eighteen years

Note:	Incentive awards available for achievement of 50th, 75th, and 85th percentiles

MOTOR FITNESS TESTING MANUAL FOR THE MODERATELY MENTALLY RETARDED

Available:	American Alliance for Health, Physical Education, Recreation and Dance 1900 Association Dr. Reston, VA 22091
Validity:	None reported
Reliability:	.60--.90 on test-retest basis
Objectivity:	Times, repetitions, and distances
Norming sample:	1,097 moderately retarded institutionalized (TMR) children ages six through twenty years
Performances measured:	Arm-shoulder endurance, abdominal endurance, leg power, speed, coordination, cardiorespiratory endurance, arm/shoulder power, height, weight, flexibility, hopping, skipping, throwing accuracy
Economy:	Administered in groups during two physical education periods; required equipment includes horizontal bar, stopwatch, mat, two wooden blocks or erasers, tape measure, softball, sufficient space for running
Norms:	Percentiles for male and female moderately retarded children ages six through twenty years
Note:	Incentive awards available for achievement

LIFETIME HEALTH RELATED FITNESS TEST

Available:	American Alliance for Health, Physical Education, Recreation and Dance 1900 Association Dr. Reston, VA 22091
Validity:	Sit and reach equals .80--.90 with several other types of flexibility tests, skinfold equals .70--.90 with hydrostatic weighting
Reliability:	Sit-up .68--.94 for test-retest; sit and reach equals .70 plus; skinfold equals .95 with experienced testers
Objectivity:	Refer to Technical Manual: AAHPERD Health Related Physical Fitness Test, AAHPERD Publications for details; ratios and discrete scores generated on four measures

Norming sample:	12,000 children and youths ranging in age from six through seventeen years, living in 13 states
Performances measured:	Cardiorespiratory function, body composition, abdominal and low back--hamstring musculoskeletal function
Economy:	Equipment needed includes: stopwatch, Harpenden or Lange skinfold calipers, specially constructed box (measurements for construction included in test manual); time to administer is two or three class periods, depending on equipment available; can be administered in groups
Norms:	Percentiles for one-mile run, sit-ups, sit and reach for ages five through seventeen, percentiles for 1.5 miles/12 minutes run for ages thirteen through eighteen; percentiles for skinfold measurement ages six through seventeen

COMPREHENSIVE MOTOR PERFORMANCE TESTS MEASURING ALL CATEGORIES FOR ELIGIBILITY

ADAPTED PHYSICAL EDUCATION ASSESSMENT SCALE (APEAS)

Available:	Los Angeles Unified School District 450 N. Grand Ave., G-361 Los Angeles, CA 90046
Validity:	Face with literature
Reliability:	Variable per item, ten items: .70 on test-retest basis
Objectivity:	Eight items use ratios representing distance or repetitions, eight items use ratings and two items generate categorical data, .39--.96 with median equaling .63
Norming sample:	Stratified random sample of 4,000 Los Angeles Unified School District students ages five through eighteen years based on age, disability, and ethnicity
Performance measured:	Motor development, perceptual motor function, motor achievement (skills), posture, and physical fitness
Economy:	Administered individually or in small groups in about 20 to 30 minutes per student; required equipment includes 8-1/2-inch rubber ball, 18-inch ruler or yardstick, five bean bags 6 by 6 inches, stopwatch, test manual, chalk, masking tape, score sheets

Norms:	Expressed percentile ranks at six-month intervals for five through 7.11 years and one-year intervals for eight through eighteen years

BASIC MOTOR FITNESS

Available:	Donald A. Hilsender Department of Physical Education Temple University Philadelphia, PA 19122
Validity:	Face with two-year field test
Reliability:	None reported
Objectivity:	Some items are scored pass/fail, others generate ratios
Norming sample:	240 children four through eighteen years, emotionally disturbed, brain injured, mentally retarded
Performance measured:	Walking, balance, crawling, creeping, coordination, stair climbing, hopping, skipping, marching, ball handling, flexibility, leg power, abdominal strength and endurance, upper arm shoulder strength and endurance, grip strength, speed, agility, cardiorespiratory endurance, and overall endurance
Economy:	13 qualitative and 13 quantitative items are administered individually; required equipment includes balance beam, mat, stopwatch, 18-inch bench, stairs, soft cloth ball, 8-inch playground ball, flexibility tester, two tapered balance beams, 5-pound medicine ball, Jamar Manuometer, sufficient space for running
Norms:	Expressed in Hull scores for each test item by sex and grade level

ADAPTED PHYSICAL EDUCATION AS A DESIGNATED INSTRUCTION & SERVICES (DIS)
RECOMMENDED ASSESSMENT GUIDELINES

Areas of Suspected Physical/Motor Deficit	Physical Disability	Motor Development	Perceptual-Motor Skills	Physical Education Skill Development	Physical Fitness
RECOMMENDED ASSESSMENTS	1. Physicians' Diagnosis/Reports 2. Nurses' Reports 3. Physical/ Occuptional Therapists' Reports	1. Adapted Physical Education Assessment Scales (APEAS) 2. Baley Scales of Motor Development 3. Brigance Diagnostic Inventory of Basic Skills (Motor) 4. Denver Developmental Screening Test 5. Koontz Scales 6. Ordinal Scales 7. Peabody Developmental Motor Scale	1. APEAS 2. Developmental Test of Visual-Motor Integration (Beery) 3. Motor-Free Visual Perception Test 4. Purdue Perceptual Motor Survey	1. APEAS 2. Body Coordination Test for Children (BCTC) 3. Bruninks/Oseretsky Test of Motor Proficiency 4. Cratty's Six Category Gross Motor Test 5. Move-Grow-Learn Movement Skills Survey 6. Stott Motor Ability Test	1. APEAS 2. American Ass'n. of Health Physical Education Recreation & Dance Youth Fitness 3. California Youth Fitness 4. Project Unique
ASSESSMENT RESULTS INDICATING REFERRAL TO THE IEP TEAM	Results indicate that, as a result of severe medical disability or impairment, the pupil's physical activities will require significant modification.	Results indicate a significant developmental delay in motor performance of two years or more below the mean.	Results indicate a significant reduction in perceptual motor functioning of one and one-half or more standard deviations below the mean.	Results indicate a significant reduction in physical education skill performance of one and one-half standard deviations below the mean.	Results indicate a significant reduction in levels of physical fitness performance of one and one-half standard deviations below the norm.

II-53

Division of Special Education
Los Angeles Unified School
District

Bulletin No. 41
April 20, 1982
Attachment A
Used with permission.

IEP TIME LINE

Day 1	Official Special Education Referral
15 days	Assessment Plan Development [EC §56321(a)]
15 days	Parents' Review [EC §56321(c)]
	Sign (Consent)
	Assessment Plan Implementation (EC §5634[illegible])
50 days	Assessment Report
	IEP Team Meeting (EC §56344)
	Written IEP

Implement program as soon as possible [California Administrative Code, Title 5, Education, Section 3040(a)].

Key Points on Assessment from California Administrative Code Title 5, Education, and Education Code As They Relate to Adapted Physical Education

- Tests must be valid.
- Tests must be administered by trained personnel.
- Tests must measure motor deficits and not generate scores reflective of limitations imposed by handicap.
- No single measure may be used as a basis for program planning.
- Assessment plan must be written within 15 days of receiving referral for assessment.
- A total of 50 days is allowed to assess the child and conduct an IEP meeting.

Criteria for Selecting an Assessment Instrument

* Validity
* Reliability
* Objectivity
* Appropriateness
* Discriminating Ability
* Ease of Administration
* Economical

Typical Performance Items Used in Assessment Tools

Motor Development

Walking	Running
Jumping	Hopping
Stacking blocks	Grasping and releasing
Pulling toy	Playing style

Perceptual Motor Skills

Bead stringing	Drawing dot-to-dot
Imitating body positions	Balancing on one foot
Moving in various directions	Walking over, under
Crossing midline	Keeping a rhythm

Physical Education Skill Development

Beam walking	Ball striking
Catching	Throwing
Kicking	Bouncing a ball
Skipping	Jumping over

Physical fitness

Push-ups	Pull-ups
Sit-ups	Arm hang
Agility run	Shuttle run
Sit and reach	Distance run

LEARNING ACTIVITIES

The following learning activities include exercises to be used during the training session and assignments for trainees to do outside of the training session.

EXERCISES TO BE USED DURING THE TRAINING SESSION

1. NEW TRICKS. Distribute motor performance tests to participants, giving each participant a test that is unfamiliar to him or her. Have each participant study the test and report the following:

   a. What would be the movement problems of students for which this tool would be most appropriate?

   b. For what age range would this test be appropriate?

   c. Generally, which of the four areas of motor performance would document the student's need for adapted physical education?

   Total time for the learning activity is one hour.

2. FUN AND GAMES. Using the tests each participant has studied, pair participants so that each can administer one test item to his or her partner. After test administration, ask each to respond to the following questions:

   a. Would this test item be valid for students who are communicatively handicapped, mentally retarded, physically handicapped, or learning handicapped?

   b. Is this test (item) fairly easy to administer and score and economical in terms of time, space, and materials?

   c. Could two examiners easily obtain the same score?

   Total time for learning activity is 45 minutes.

ASSIGNMENTS FOR TRAINEES TO DO OUTSIDE OF THE TRAINING SESSION

1. SHOW AND TELL. When you go back to your district, discuss with your adapted physical educator the test or tests he or she uses and arrange to observe one or two administrations.

   Total time of learning activity is five minutes to give assignment.

2. SOMETHING NEW. Adapted physical educators should be encouraged to obtain a copy of a tool they have discovered in this workshop that they have not used in their district and to have it on hand. The trainer may want them to send the name of the tool they obtained when they get it.

   Total time for learning activity is five minutes for assignment; if trainers ask to have the names of tests sent to them by the participant, the time would be undetermined.

PRETEST

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Name a test that measured motor performance in each of the following areas:

   a. Motor development

   b. Perceptual-motor skills

   c. Physical education skill development

   d. Physical fitness

2. Name a movement parameter or skill typically measured in each of the following areas:

   a. Motor development

   b. Perceptual-motor skills

   c. Physical education skill development

   d. Physical fitness

3. List three movement problems (motor behaviors) that suggest a student should be tested for physical fitness.

   a.

   b.

   c.

PRETEST ANSWERS

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Name a test that measured motor performance in each of the following areas:

   a. Motor development

      APEAS, Bayley, Denver, Brigance, Koontz, Ordinal Scales, Peabody

   b. Perceptual-motor skills

      APEAS, VMI, Motor-Free, Purdue

   c. Physical education skill development

      APEAS, BCTC, Bruninks, Cratty, Move-Grow-Learn, Stott

   d. Physical fitness

      APEAS, AAHPERD Youth Fitness, AAHPERD Health-Related, California Physical Performance Test, UNIQUE

2. Name a movement parameter or skill typically measured in each of the following areas:

   a. Motor development

      Walking, jumping, stacking blocks, pulling toy, running, hopping, grasping, releasing, playing

   b. Perceptual-motor skills

      Bead stringing, imitating body positions, moving in various directions, crossing midline, drawing dot-to-dot, balancing on one foot, walking over/under, keeping a rhythm

   c. Physical education skill development

      Beam walking, catching, kicking, skipping, ball striking, throwing, bouncing a ball, jumping over

   d. Physical fitness

      Push-ups, sit-ups, agility run, sit and reach, pull-ups, arm hang, shuttle run, distance run

3. List three movement problems (motor behaviors) that suggest a student should be tested for physical fitness.

   a. Limited strength

   b. Limited vitality

   c. Limited alertness

POST-TEST

Assessment

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Name three tests commonly used in each category to assist the IEP team in determining eligibility and give the ages on which each is normed:

   a. Motor development test

      1.

      2.

      3.

   b. Perceptual-motor skills test

      1.

      2.

      3.

   c. Physical education skills test

      1.

      2.

      3.

   d. Fitness test

      1.

      2.

      3.

2. Name three typical test items used to measure performance in each of the categories listed in number one above:

   a. Motor development

      1.

      2.

      3.

   b. Perceptual-motor skills

      1.

      2.

      3.

   c. Physical education skills

      1.

      2.

      3.

   d. Fitness

      1.

      2.

      3.

3. Name one test that would be appropriate to use, based on each of the presenting problems listed below:

   a. Visual perception problems, cerebral palsy

   b. Low vitality, moderate retardation

   c. Cannot catch, throw, or kick a ball

   d. Clumsy, cannot copy from chalkboard

   e. Does not play with other students

POST-TEST ANSWERS

Assessment

NAME _____ POSITION _____

LOCATION
OF TRAINING _____ DATE _____

1. Name three tests commonly used in each category to assist the IEP team in determining eligibility and give the ages on which each is normed:

   a. Motor development test

      1. Bayley--two through 30 months
      2. Denver--birth through six years
      3. Koontz--birth through forty-eight months; Peabody--birth through six/seven years

   b. Perceptual-motor skills test

      1. VMI--two through fifteen years
      2. MVPT (Motor-Free)--four through nine years
      3. Purdue--grades one through four

   c. Physical education skills test

      1. Bruninks--4.5 through 14.5 years
      2. 6-Category (Cratty)--four through eleven normals, six through twenty EMR, five through twenty-four TMR
      3. Active--five through seventeen years; Stott--five through sixteen years

   d. Fitness test

      1. Special Fitness (EMR)--eight through eighteen years
      2. Motor Fitness (TMR)--six through twenty years
      3. Health-Related (AAHPERD)--six through seventeen years

2. Name three typical test items used to measure performance in each of the categories listed in number one above:

   NOTE: SEE PRETEST ITEM 2.

   a. Motor development

      1.
      2.
      3.

   b. Perceptual-motor skills

      1.
      2.
      3.

c. Physical education skills	d. Fitness
1.	1.
2.	2.
3.	3.

3. Name one test that would be appropriate to use, based on each of the presenting problems listed below:

   a. Visual perception problems, cerebral palsy

      VMI, MVPT, APEAS

   b. Low vitality, moderate retardation

      Motor Fitness Test for Moderately Retarded

   c. Cannot catch, throw, or kick a ball

      Bruninks, 6-Category, Active

   d. Clumsy, cannot copy from chalkboard

      Purdue, APEAS

   e. Does not play with other students

      Peabody, Purdue, Active, Health-Related, APEAS

SELECTED REFERENCES

1. California State Department of Education. California State Plan for Part B of the Education of the Handicapped Act as Amended by PL 94-142, Sacramento, CA, June 10, 1983.

2. Seaman, J. A. and DePauw, K. P. The New Adapted Physical Education: A Developmental Approach, Palo Alto, CA: Mayfield Publishing Co., 1982.

ACTIVITIES FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

Contents of Module III

	Page
III.A. Activities for Special Day Classes	
Trainer's Notes	III-3
Considerations for Planning the Program	III-5
Activities for Meeting Exceptional Needs	III-9
Developing Fundamental Motor Patterns	III-9
Developing Motor Skills	III-14
Developing Physical Fitness Skills	III-17
Developing Aquatic Skills	III-22
Developing Dance and Rhythmic Skills	III-25
Developing Skills for Games and Sports	III-28
Suggested Outline for Training	III-32
Learning Activities	III-33
Pretest	III-35
Pretest Answers	III-36
Post-Test	III-37
Post-Test Answers	III-38
Selected References	III-39
III.B. Activities for the Mainstream	
Trainer's Notes	III-40
Considerations for Program Planning in Integrated Programs	III-42
Activities for Meeting Individual Needs	III-45
Developing Fundamental Motor Patterns	III-45
Developing Motor Skills	III-49
Developing Physical Fitness	III-52

Page

Developing Aquatic Skills III-56

Developing Dance and Rhythmic Skills III-60

Developing Skills for Games and Sports III-65

Suggested Outline for Training III-69

Learning Activities III-70

Pretest III-71

Pretest Answers III-72

Post-Test III-73

Post-Test Answers III-74

Overhead Transparency III-75

Selected References III-76

III.C. Supplemental Activities for Secondary Students

Aerobic Activities III-77

Activities in the Community III-80

Lifetime Activities III-83

Personal Development III-86

Selected References III-88

Index to Activities in Module III III-89

SECTION III-A
ACTIVITIES FOR SPECIAL DAY CLASSES

TRAINER'S NOTES

This module is arranged somewhat differently than the previous two modules in the series because other than the definitions of physical education found in state and federal legislation, no mandated curriculum or methodology for meeting each child's individual needs exists. Determining the curriculum or methodology is left to the expertise of each professional. However, guidelines are available that were adopted by the California State Board of Education in the form of the Physical Education Framework for California Public Schools (1973),* which will be referred to throughout this module. Therefore, this module will not include a section of background information, but will incorporate professional opinions as introductions to the content of each section.

This module may be used in sections. A sampling of activities for the program probably would be useful for most groups, unless the audience is quite diverse. The listed activities have been selected to comply with state guidelines, meet the needs of students in each of the areas defined in the law, and cut across a broad age-range of students. Thus, for a group composed of preschool through grade twelve teachers, appropriate activities for each level can be found within each of the age levels that are defined in the state framework for all activities areas that are used to define physical education in PL 94-142 (see Module I).

This module is not intended to be a curricular guide. Therefore, teachers will need to seek other resources before a curriculum can be devised. Resources of this nature can be found in the Selected References section of Module IV.

Before using this section:

1. Check to see that all the materials are included in the packet for this section. These materials should include:

   a. Subsections: purpose of the section, overviews, and objectives for trainees

   b. Considerations for planning the program

   c. Activities for meeting exceptional needs and developing motor skills, physical fitness, aquatic skills, dance and rhythmic skills, games and sports skills

   d. Suggested outline for training

*A new edition is in progress.

e. Learning activities

(1) Exercises to be used during the training session

(2) Assignments for trainees to do outside the session

(3) Pre- and post-tests

f. Selected references

PURPOSE OF THE SECTION

The purpose of this section is to develop a theoretical foundation for teachers of special education to use in planning appropriate physical activities to meet the needs of students in specially designed physical education. Furthermore, the purpose of the section is to increase the repertoire of activities to choose from when planning a physical education curriculum for students in special day classes.

OVERVIEW

This section begins with trainer's notes that indicate how the section is to be used, what preparations are necessary prior to the training session, and what materials are included for this section. A subsection that includes considerations that teachers of special classes should make when planning activities for their classes follows this section. Each of the activity sheets may be used by the trainer for conducting the training session or reproduced as handouts. The pretests and post-tests are available for use in sampling the amount of learning that has taken place as a result of the training. The suggested outline for the presentation is provided to help the trainer organize and blend the material on theory with activity. Learning activities are designed to exemplify a way of mixing these two components. The overhead transparencies are provided for use in activity analysis by the group. A chalkboard, if available, would also suffice.

OBJECTIVES FOR TRAINEES

At the conclusion of this training, if the entire section is used, the trainee will be able to:

1. Name one group activity that is appropriate for the age/grade level that is being taught and that is designed to develop the movement areas defined in the law.

2. List at least three considerations that a trainee should make in planning a physical education curriculum for his or her special education class.

3. Name an activity and describe how it can be modified to meet children's needs in areas of movement other than that for which it was designed.

CONSIDERATIONS FOR PLANNING THE PROGRAM

Current legislation encourages professionals to approach the teaching of exceptional individuals from a noncategorical but individualized perspective. Thus, the teacher should progress slowly, first offering activities that are familiar to the students. New or unfamiliar activities should be introduced next, before students become tired. Directions should be clear, using concrete examples. The teacher, a cross-aged tutor, or a student in the class can be used to demonstrate new skills. The approach to development of a skill should be positive, with approximations to the skill being rewarded. The teacher should be enthusiastic, but not beyond the attention and interest level of the students.

Elementary-aged and developmentally younger children may only profit from 10 to 15 minutes of instruction at first, so the teacher should be aware of when enthusiasm for the activity has peaked and discontinue it while students are still being attentive. Students enjoy physical activity, but youngsters with exceptional needs may be frightened due to previous, negative experiences. Praise should be used appropriately with students who make even the slightest effort, as this effort may be the greatest movement risk some children have taken. Maintain a balance between vigorous and less demanding activities and base new experiences on previously learned movements.

Analyze each activity in terms of the physical and cognitive demands to be certain that each student in the class has the prerequisite capabilities to learn the new activity. If the student does not have the prerequisite skills, then the skills first must be taught to avoid failure due to lack of readiness. Present ideas in a form that is compatible with each student's ability. Structure the class so that it provides for maximum participation. Having the only ball for 12 or 15 children will not keep their attention long. Teachers should strive to have equipment for all children or to use teaching stations so that all children can be active at least 80 percent of the time. (AAHPERD, 1976)

Some considerations that are intended to remind the reader of the unique needs and learning styles typically encountered among special education populations include:

1. Plan so that students have an appropriate mix of activity and rest.

2. Be aware that some students need more hazard-free space than most other students, and that accessibility to facilities may need careful planning.

3. Be aware of any contraindications of twisting, bending, falling, or inverting for all students in the class.

4. Teach students to fall safely from crutches, with wheelchairs, or other apparatus.

5. Substitute sitting or lying positions for standing positions when necessary.

6. Use lighter-weight equipment when necessary.

7. Remember that instructions may have to be given in a sequence length that is compatible with a student's ability to process the information.

8. Use language as one would in the classroom. Eliminate as many extraneous auditory and visual stimuli as possible.

9. Use multisensory cues when possible if they are not confusing to the students.

10. Plan so that students have successful experiences. Review, at the beginning of each period, activities previously enjoyed and found to be successful.

11. Define the limits of acceptable behavior for all students, based on each student's ability to maintain self-control.

12. Use activity for reinforcement or reward, allowing students to select an activity of their choice when they meet specified criteria for the class session.

13. Be aware of the receptive language level of each student and give instructions that are of the appropriate level.

14. Encourage students to use newly acquired or improved communication skills as speech and language improve.

15. Cluster instructions into segments that are appropriate for each student's ability to understand and sequence.

16. Use short sentences, where appropriate, that contain only the essential information.

17. Be aware that students with problems of articulation often have global movement deficits, and analyze the physical demands of each activity to ensure that students have the needed entry skills.

18. Place students who are deaf or have hearing impairments so that the teacher is clearly visible for sign language or total communication.

19. Establish eye contact when introducing an activity.

20. Use visual aids and demonstrations as much as possible, and allow students to kinesthetically feel a new skill before using it in an activity.

21. Be aware that deaf and hard of hearing students may have balance problems and ensure their safety through spotting techniques or modifications of rules.

22. Use instructions that are simplified and sequenced according to each student's ability.

23. Reinforce terminology used in activities to help associate movement or equipment with the students' language symbols.

24. Praise approximations to the skill being taught, and demand increasingly more each time the skill is attempted.

25. Create ways for independent action and decision making to enhance self-initiated activity.

26. Provide opportunities for increasing adaptability by systematically and slowly changing the activities.

27. Use concrete examples and demonstrations by the teacher or other students.

28. Allow more time for learning to take place, but be aware of the interest and attention span of students, and discontinue activity when interest and enthusiasm have peaked.

29. Use color-coding and concrete prompts when necessary.

30. Use reinforcers for behavior compatible with those used in the classroom.

31. Teach and stress safety rules.

32. Plan procedures for beginning and ending the activity period on time, and follow them carefully and consistently.

33. Minimize the waiting time for activity to begin and for each student to become active.

34. Avoid unsupervised periods of time.

35. Give ample warning before making changes in routine, and avoid sudden changes in activity.

36. Offer choices of activity, when appropriate, to encourage decision making and self-control.

37. Minimize competition and foster the idea of fun and participation.

38. Praise approximations to performance either in terms of physical performance or behavioral performance.

39. Use manual assistance, when necessary, unless this contact is upsetting to the student.

40. Be consistent, and provide definite structure and routine to each class period.

41. Encourage imitation, using language cues appropriate to each student's ability to understand.

42. Progress from simple, known tasks to complex, unknown (new) tasks.

43. Plan initial activities for a confined area, and gradually move to facilities providing more space.

44. Be aware of activities and potentially dangerous situations that may cause additional damage to eyes for students who have visual impairments.

45. Enlarge targets, use brightly colored equipment, and decrease playing area to accommodate the unique needs of each student with visual impairments.

46. Walk the students around the activity area to acquaint them with the layout, and allow them to memorize where equipment and usable space are located.

47. Arrange the activity area so that students can move through it confidently, knowing that each piece of equipment is located correctly.

48. Be aware of contraindications related to each health impairment, such as rest time needed for students with anemia, avoidance of grasses and pollen for students with asthma, and avoidance of overheating for students with epilepsy.

49. Obtain appropriate medical input when planning a new curriculum for students with health impairments and for students under the active care of a physician or therapist.

ACTIVITIES FOR MEETING EXCEPTIONAL NEEDS

The following section includes activities for developing fundamental motor patterns, motor skills, physical fitness, aquatic skills, dance and rhythmic skills, and skills for games and sports.

DEVELOPING FUNDAMENTAL MOTOR PATTERNS

Activities for developing fundamental motor patterns include the following:

NAME: OBSTACLE COURSE

Equipment needed: Mats, chairs, tables, bolsters, barrels, hoops, or any other available equipment around which students can crawl, creep, step, jump, or hop.

Suggested ages: Four to nine years, developmentally.

Description: Arrange equipment in space available and demonstrate for students or challenge students to get (any way possible) from one end of the course to the other.

Ideas for modification: Lower functioning and younger children may use a straight course. Make it more complex as abilities warrant. For students having difficulty initiating activity, a demonstration may be needed. Going through the course blindfolded or backwards (as in a crab walk) may be more challenging for higher functioning students.

NAME: SEE IF YOU CAN

Equipment needed: None until performance warrants.

Suggested ages: Four to nine years, developmentally.

Description: Arrange children in free-form around activity space and challenge them with statements similar to the following:

> See if you can hop (. . . three times, in a circle, to the end of the room . . . .)
>
> See if you can jump (. . . over an object, backwards, as high as your knees . . . .)
>
> See if you can run (. . . around the room, to the tree and back, staying in one place . . . .)
>
> See if you can crawl (. . . like a puppy dog, like a soldier, under your desk . . . .)

Ideas for modification: For lower functioning students and those having language difficulties, the words see if you can do this may be needed to get the student to imitate movements demonstrated by the teacher, a cross-aged aide, or other helper. For higher-functioning or older students needing this kind of work, make simple commands more complex by varying the distance, duration, or criteria for performance, or by combining patterns or blocking students' vision.

NAME: PATTERN RELAY

Equipment needed: Object to be relayed, such as block of wood, eraser, ball, and so on.

Suggested ages: Eight to twelve years.

Description: Divide the class into evenly balanced squads that have four to six students in each. Designate a point to which each squad is to go, pick up the object, and return. Assign a motor pattern based on each student's need and capabilities, so that students needing work on hopping are assigned hopping, students needing work on jumping are assigned jumping, and so on. Teams should be balanced on these assignments so that all students needing running or skipping (faster locomotor patterns) are not on the same squad. At the command, go, the first student in each squad does the motor pattern to the object, picks it up, and carries it back to the second student, who carries it back to its original place. Each student goes to the end of the squad at the completion of a round trip. Once all students have completed a round trip, evaluate each squad on the quality of each student's movement pattern. Give individual instruction to those needing it before the relay is repeated.

Ideas for modification: To disguise competition is difficult, but the quality of movement should be stressed in this activity. Students who are competent in patterns not assigned to them can take a turn doing any pattern they choose. Students needing work on more than one pattern may be given instructions to do one pattern going down the course and a different one coming back.

NAME: TWISTER

Equipment needed: Twister game or handmade mat that is large enough to contain nine circles of various colors, each about 12 inches in diameter, a spinning dial with the same colors as the circles, or cards of each color on the mat. (The cards may be drawn out of a box.)

Suggested ages: Eight to twelve years.

Description: Two students stand at opposite ends of the mat. The first student spins the dial or draws a colored card and the teacher tells (if the commercially made game is not used) which body part is to be placed on the color. The second student takes a turn. Students alternate turns balancing, bending, and twisting, until one or both lose their balance and fall.

Ideas for modification: Students with color-recognition difficulties may match colors by placing the board or the card next to the mat. Letters, shapes, textures, or numbers may be used on the mat in place of colors. To increase participation, have a mat made for every two students, and involve all students at the same time, with the teacher calling colors and body parts for all.

NAME: TRACK AND FIELD

Equipment needed: Ample running and throwing space, safe jumping area (sand pit, mats, or grass), softball, tape measure, and stopwatch or watch with second hand.

Suggested ages: Eleven to fifteen years.

Description: Sprinting, throwing for distance, and long or broad jumping are often included in physical fitness tests, so this activity may be used to develop either fitness or patterns. Mark off an area for running that is at least 25 meters in a straight line. Students should be warmed up with stretches for the legs, trunk, and arms. Students stand at a line designated as the starting line. A clearly visible marker should designate the distance to be run. On the command, go, students run two or three at a time to the marker. The teacher observes and makes suggestions for improving form, such as lifting knees in front, relaxing shoulders, swinging arms, and so on.

Broad jumping or long jumping should be done on a surface where the landing will be safe. In broad jumping, the student stands on a takeoff line and projects the body forward by swinging the arms and extending the legs from a flexed position on takeoff. On landing, the student should swing the arms backward, the legs flexed to absorb the momentum, and have the trunk leaned forward. The ideal angle of projection is 45 degrees. A long jump is begun by running a distance, usually not more than 10 to 15 yards. The student plants one foot on the takeoff line (board if using a regulation area) and lifts one, then both knees into the air after takeoff. The arms swing up and forward during flight and downward on landing. The knees must flex and the trunk lean forward on impact to absorb the momentum and to prevent the student from falling backward. The jump is measured from the front edge of the takeoff line (board) to the spot in the landing area closest to the takeoff line touched by any body part. Thus, the importance of continuing the movement forward (away from the takeoff line) is obvious.

Throwing for distance is a refined version of the overhand throwing pattern. Usually a sector (pie-shaped) or chute (two parallel lines) is used to mark out the throwing area. This may be done with flags, poles, or even tongue depressers to define for the students the direction in which the ball is to go. Either a standing, sitting, or running approach may be used when throwing the ball. Students should be adequately warmed up with arm and leg muscles stretched and imitate throwing movements before attempting a maximum effort. The throw should begin with the opposite shoulder directed toward the throwing area and end with the throwing shoulder pointing toward the throwing area.

Ideas of modification: Students in wheelchairs can push their chairs along the sprint track using a full stroke, which is done by the hands grasping the rim of the wheel at or slightly behind the top and pushing all the way through until their arms are fully extended. Leaning the trunk forward will increase the time the hands are in contact with the rim and will provide more power. Throwing, too, can be done from a chair--either a wheelchair for nonambulatory students or a regular chair for students having poor balance. The brakes of the wheelchair should be locked and someone should sit behind either type of chair, holding it so it does not topple over with the momentum of the throw. For students who have difficulty understanding the concept of jumping forward, place a rolled-up newspaper or other safe object in front of the takeoff board and tell them to jump over it. As the concept and pattern develops, move the object farther away, and eventually, remove it entirely.

NAME: SOCCER

Equipment needed: Ample running space, soccer ball, and markers for goals.

Suggested ages: Eleven to fifteen years.

Description: Eight to 22 students may play some version of this game, which has running, kicking, throwing, catching, and fitness development values. The class is divided into two teams, each protecting a goal at opposite ends of the field and each trying to kick the soccer ball through the opponent's goal. Goal markers should be placed anywhere from 10 to 20 feet apart, depending on the skill of the players and the mobility of the goalie. The ball is put in play by rolling it between the front line (forwards) of the two teams in the center of the field. Each team then tries to move the ball, using a series of gentle kicks and passes among team members to the opponent's goal, where they try to kick the ball between the goal markers. Only the goalie may catch, drop-kick, or touch the ball with the hands. All other players must use heads, shoulders, elbows, knees, or feet to advance the ball. Regulation games consist of three 20-minute periods, but any time period deemed appropriate for a class may be used.

Ideas of modification: Students with visual impairments may require a larger or brightly colored ball. A slightly deflated ball does not roll as fast and may be appropriate for students who are physically handicapped, mentally retarded, or health impaired. Students who need more rest or who have ambulation problems may be goalies. Either a small goal or a target may be placed within the goal that must be hit with the ball before a score is made.

NAME: GYMNASTICS

Equipment needed: May range from mats only to a full complement of beams, parallel bars, horses, rings, high bars, and so on.

Suggested ages: Fourteen to nineteen years.

Description: Gymnastics can take the form of free exercise (a combination of movements to music) to complex stunts done on apparatus. For specially designed physical education taught by the teacher of special education, unless he or she has had special training in gymnastics, the recommended curricular content would be the rudiments of stunts and movement patterns. Stylized walking, jumping, hopping, or leaping may be combined with forward and backward rolls, bending, twisting, turning, and swaying to make a very pleasant movement routine and appealing aesthetic production when set to music. Simple movements, such as walking forward, backward, and sideways on a balance beam, combined with balancing on one foot, one foot and one knee, and jumping off (dismounting) in a graceful and balanced manner, can also be an experience that students will strive to achieve. Teachers are cautioned to stay with a student and physically support (spot) them when teaching a new stunt or placing a new demand on the student.

Ideas of modification: Students with lower limb involvement can learn various movements on the floor such as straddle leans, hand supported movements of their own creation, or even work on other apparatus, such as rings, side horse, or parallel bars, in which the hands and arms play the major role. A trained physical educator should conduct these activities. If students have difficulty sequencing movements, talk them through a routine once they have learned the language symbols associated with each. All students should be encouraged to create their own sequence of movements. This will give them an opportunity to express themselves motorically and develop a sense of independent decision making.

NAME: VOLLEYBALL

Equipment needed: Appropriate playing surface, net or facsimile (rope), ball.

Suggested ages: Fourteen to nineteen years.

Description: Class is divided into two teams of equal size (or more than two teams if the size of the class warrants), having at least three players on each team. A playing court, approximately 30 feet by 60 feet with a net or rope stretched across the middle, is designated as the playing area, with markers at each of the four corners designating the perimeters of the court. The ball is served (struck with the fist or forearm), using an underhand or overhand pattern and must land within the boundaries of the opponent's side of the court. Before the ball hits the floor, a player on the opposite team must strike the ball in an attempt to send it back to the serving team's court. The ball may be struck as many as three times on each side, with no one player striking it more than once in succession. The ball may be struck with any part of the body (except the feet), but only one body part may contact the ball at a time. A point is scored by the serving team when the opponent fails to successfully return the ball into the serving team's court using three hits or fewer. When the serving team fails to successfully return the ball, call a side out and award the serve to the opposite (receiving) team. A regulation game consists of 15 points, and winners of sets may be determined by the team winning two out of three or three out of five games. In a best of three contest, teams exchange sides of the court once one team has won eight points. Otherwise, teams exchange courts after each game.

Ideas for modifications: Students with ambulation problems may be placed in the front row where less movement is required. A beach ball or brightly colored ball may be used with visually impaired students or students who have difficulty following a rapidly moving ball. The ball may be slightly deflated to reduce its liveliness. The playing court may be reduced, or the ball may be caught and thrown back if students are having trouble striking it.

DEVELOPING MOTOR SKILLS

Activities for developing motor skills include the following:

NAME: MARCO POLO

Equipment needed: Ample space for running and dodging.

Suggested ages: Four to nine years, developmentally.

Description: This is a tag game in which the person who is it is blindfolded. The rest of the class members are distributed around a safe, well-defined area. When the one who is it calls out "Marco," the others call back "Polo." The sounds of the responding voices direct the one who is it toward other players in an attempt to tag them. Children run, slide, gallop, skip, jump, and hop to avoid being tagged.

Ideas for modification: Class members may be required to remain stationary, but may bend, twist, and squat to avoid being tagged when the one who is it gets too close. The game, of course, may be played without the blindfold, in which case it is played like any other tag game.

NAME: DODGEBALL

Equipment needed: Ten-inch rubber playground ball, soccer ball, or beach ball.

Suggested ages: Four to nine years.

Description: Class stands in a circle with four to five students in the center (about one-fourth of the class). Students on the outside ring throw the ball and try to hit players that are in the center below the waist with the ball. The ball must be thrown without a bounce. When a player gets hit, she or he joins the class on the outside of the circle as a thrower. The game is over when all children have been hit below the waist. Another game is started with different students in the center. Students slide, jump, hop, and run to avoid being hit.

Ideas for modification: A lightweight ball such as a beach ball may be used if students are afraid of the ball. The ball may be required to bounce before hitting someone or to hit a specific body part, such as the right leg, before the player is out. Students in wheelchairs may play in either role with the requirement that the ball hit the wheel of the chair before the student is out. The student who hits one of the players in the center can take that student's place in the center to keep the game going. Thus, no single student is considered the winner.

NAME: KICKBALL

Equipment needed: Soccer ball and a ten-inch playground ball or utility ball.

Suggested ages: Eight to twelve years.

Description: The field used is like a softball diamond, having three bases and a home plate. Divide the class into two teams and place players defensively, as in softball. The pitcher rolls the ball underhand to the kicker, who kicks the ball and runs to first base. Each player on the offensive team takes a turn with outs made by the defense by catching an airborne ball or throwing a fielded ball to a base before the runner reaches it. Three attempts to kick the ball into fair territory are allowed before the kicker would be considered struck out. After three outs the team trades positions and the defensive players become kickers.

Ideas for modification: The ball may be kicked from a stationary position rather than pitched (rolled). For students with ambulation problems, the ball may be thrown around the bases, i.e., to third base, then second, then to first, to give the runner more time to reach the base and giving defensive players more involvement and practice throwing and catching. Instead of three outs, one round of kicking may be allowed the offensive team, and then they go out into the field.

NAME: NUMBERS EXCHANGE

Equipment needed: Parachute.

Suggested ages: Eight to twelve years.

Description: The students take their places around the outside edge of the chute. Number the students by fives or sixes, depending on the size of the class. The children inflate the chute by lifting the edges, and as it reaches the maximum height, a number is called out by the teacher. Everyone with that number must leave his or her place on the chute and change places with another student with the same number. All exchanging takes place under the canopy. Students must get to another place before the chute descends and touches their body. Skipping, leaping, galloping, and other more advanced skills may be used for development.

Ideas for modification: Younger children may have difficulty getting the chute high enough to run under, so they could crawl or roll if the ground's surface allows. For extremely large groups, it is better to use more numbers so that fewer students are moving about under the parachute. Colors may be used, or the names of two or more children may be called out. Students with limited ambulation may participate if the chute is held up for a count of ten, for example.

NAME: FRISBEE® STRETCH

Equipment needed: Enough Frisbees® for half the class and a large playing area.

Suggested ages: Eleven to fifteen years.

Description: Pair students with partners, with each pair having a Frisbee®. One partner throws the Frisbee® to the other partner, and if it is caught, three points are scored for the team. If the player has to stretch to catch it, even after running and leaping, one point is deducted. Although stretching is an important movement quality, the emphasis is on the accuracy of the throw and the use of skill to catch it.

Ideas for modification: Points may be awarded if a partner gets within a few feet (e.g., five feet) of the Frisbee® before it hits the ground.

NAME: EUROPEAN HANDBALL

Equipment needed: Eight-inch playground ball, e.g., basketball, playing court.

Suggested ages: Eleven to fifteen years.

Description: Three to five players on each team try to throw the ball through a goal 10 to 20 feet wide at the end of the court. One player is the goalie, while the others serve as the offense or the defense. The goalie must stay in the semicircle of the basketball court, and the other players must stay out of the circle. A player who has the ball may bounce it, pass it to a teammate, or throw it toward the goal. Once a player stops bouncing the ball, he or she must pass or shoot it. The team reaching 11 points first wins.

Ideas for modification: Students with less skill can use a larger ball, a slightly deflated ball, or a beach ball. Brightly colored balls, such as white or yellow, are best for visually impaired students. A ball with a bell in it can also be used, but it must be bounce-passed to the visually impaired student to make a sound. Students in wheelchairs can play goalie or forward, thus limiting the part of the playing area for which they are responsible.

NAME: HORSE

Equipment needed: Basketballs and goals.

Suggested ages: Fourteen to nineteen years.

Description: Divide students into groups according to the number of basketball goals available. Ideally, three or four students should be in a group. Give each group a basketball. One student begins the game by shooting it at the goal. If the basket is made, each player in the group must try to make the same shot. The first player who misses the shot gets a letter h. Subsequent misses add the letters o, r, s, e until the word horse is spelled, in which case the player is out of the game. When a shot is missed, even though the player gets a letter, he or she also gets another turn to again start the sequence, which the other players must copy. If the shot is missed, however, the next student to make a shot of his or her choice begins the sequence.

Ideas for modification: Running, passing, and dribbling may be incorporated by requiring that one or more of these other movements be incorporated into the shot, e.g., a lay-up involves running, dribbling, and hopping. Students playing with others in wheelchairs may be required to make shots from within the free-throw circle.

NAME: PADDLE TENNIS

Equipment needed: Tennis courts or similar playing surface, net or facsimile, wooden paddles, tennis paddles, or shorty tennis racquets, and enough tennis balls so each student can have at least one.

Suggested ages: Fourteen to nineteen years.

Description: This game is played much like tennis, except that the ball is served underhand. Two or four players may play at a time, with play being started from behind the baseline using an underhand serve of a bounced ball. The play continues as long as the ball bounces only once on a side. Scoring for paddle tennis is like volleyball, in that a point is scored when the team is serving. The serving team loses the serve when it fails to successfully return the ball to the opponent's court. A completed game is 15 points and a set is two out of three games.

Ideas for modification: Up to six players can safely play on a team, with a rotation to the serving position each time the team regains the serve. A larger ball may be used and more than one bounce may be allowed to accommodate those players having difficulty tracking the ball.

DEVELOPING PHYSICAL FITNESS SKILLS

Activities for developing physical fitness include the following:

NAME: PUSH AND PULL

Equipment needed: Scooter (belly) boards and inner tubes cut into strips.

Suggested ages: Four to nine years, developmentally.

Description: Each child is given a scooter board on which the child may sit or lie in a prone position. Each pair of partners is given an inner tube strip, each child holding one end. A variety of challenges may be presented, depending on the cognitive level of the students:

a. "See if you can pull your partner across a line."

b. "See if you and your partner can make it to the other end of the room (activity area) by pushing and pulling each other."

c. "See if you and your partner can go around in a circle."

Ideas for modification: For youngsters with less than average strength, a more rigid object between the two partners can be used, such as a hula hoop, plastic bat, or broom stick. Youngsters unable to relate to another

child or unable to understand the concepts of the suggested challenges can work with a long inner tube strip that has been stretched between two poles or other secure anchors. In these instances they push and pull each other back and forth while lying in prone and supine positions.

NAME: JUMP ROPE FOR HEART

Equipment needed: Individual and long jump ropes for all students.

Suggested ages: Four to nine years.

Description: Start students on a long rope that is either held by two adults or secured to an object on one end and held by an adult on the other end. Begin by having children first jump over a stationary rope, then a gently swinging rope that gradually widens its arc, and then a rope that is swung around entirely. When children are ready to move on to an individual rope which is self-turned, the same sequence is followed. Start by having the students hold the rope in front and jump over, then swing the rope overhead from behind, and finally, turn the rope continuously. Fun ways to increase endurance are counting the number of jumps, singing, or making up verses. As students increase in skill, fancy jumps can be taught, such as hot pepper, crossing the arms, double jumps, heel-toe footwork, and the like.

*Note: A national program known as Jump Rope for Heart is conducted through local heart associations in cooperation with CAHPERD. Teachers may contact either organization for more information.

Ideas for modification: Students who never achieve the ability to turn the rope by themselves can enjoy jumping the swinging rope only. Blind students should be cued to feel where their arms are with a self-turned rope to know when to jump.

NAME: PAR COURSE

Equipment needed: As indicated, based on the exercises selected.

Suggested ages: Eight to twelve years.

Description: Par courses are designed to develop fitness through a circuit training approach. Stations where specific exercises are done are set up around an activity area, with running interspersed between the specific exercises done at the stations. Depending on the needs of the students, availability of space, and exercises selected, the need for certain equipment is implied. A list of exercise stations that can be included is listed below, along with suggested equipment.

a.	Sit-ups	Soft surface
b.	Run through tires	Old tires
c.	Beam walking	Two-foot by four-foot by eight-foot board
d.	Step-ups	Bench or box

e.	Pull-ups	Chinning bar
f.	Tennis ball squeeze	Tennis balls
g.	Jumping over	Cones
h.	Rope jumping	Ropes
i.	Horizontal bar walk	Horizontal bar

Ideas for modification: For students with ambulation problems, modifications of some stations may be needed, such as doing a 360-degree turnaround in a three-foot circle with a wheelchair, "popping wheelies" over a curb (a two-foot by four-foot board), doing arm circles in the chair, and so on. Visually impaired students can go through the course with a partner, or a guide rope can be stretched from one station to the other to guide their running.

NAME: ROLLER SKATING

Equipment needed: Enough roller skates for the class or for providing instruction in small groups equal in size to the number of skates available.

Suggested ages: Eight to twelve years.

Description: Severely handicapped students can be taught to skate using the proper sequence. A suggested sequence is:

a. Put skates on.

b. Push with skate angled.

c. Glide.

d. Use reciprocal arm swing.

e. Lower the center of gravity by bending knees.

f. Stop.

g. Take skates off.

Note: For this activity to contribute to cardiovascular endurance, it must be continued for at least 20 minutes.

Ideas for modification: Students in wheelchairs can also be fitted with skates, and other students can push them. The chair may also serve as a source of stability for students who need it; thus, an empty wheelchair would suffice. Aid can be given by holding the children's hands. However, this should be done by standing alongside the students rather than behind or in front of them; otherwise, wear shin-guards.

NAME: WEIGHT LIFTING

Equipment needed: Barbells, dumbbells, pipe with cement-filled cans on each end, and sandbags.

Suggested ages: Eleven to fifteen years.

Description: Weight training programs can be started with very minimal equipment. Even manual resistance provided by a partner or the teacher has some value in a class, especially if the strength of the student is too little for the lightest weight. Muscle groups in virtually all parts of the body can be exercised if the weight is used properly. Arm curls, leg curls, leg extensions, presses, and the like can be done with just sandbags. The important point to remember is that the weight should not be too heavy to control properly, and students should breathe out when lifting. Individuals needing to develop muscular endurance should use light weights and complete three or four sets of 15 to 20 repetitions. Individuals needing to build strength would do two or three sets of the heaviest weights that can be lifted for eight to ten repetitions per set.

Ideas for modification: All students can participate in some aspect of a weight training program. Each student should be properly oriented to safe procedure and techniques. Teachers should also check with physicians, when necessary, to make sure weight lifting is not contraindicated.

NAME: AEROBIC DANCE

Description: Although basic dance steps can be used, any kind of rhythmic movement to music for a 20- to 30-minute period of time will have aerobic value and contribute to cardiovascular endurance. All can enjoy pantomiming movements of sports' skills in time to the music, such as swinging a golf club, moving the arms as in swimming, doing a bowling movement, catching, and throwing. For students unable to pantomime, the teacher can do the movements to the music, and the students follow. Adequate warm-ups of stretching and bending should be done before this vigorous activity.

Ideas for modification: Students in wheelchairs can move trunk and arms in various ways. Visually impaired students may need to be physically guided through movements at first until they learn them. Hearing impaired students may need to have the speakers placed on a wooden floor or to wear headsets to hear the beat. This is another activity that virtually any student can participate in.

NAME: CYCLING

Equipment needed: Bicycles and large tricycles.

Suggested ages: Fourteen to nineteen years.

Description: Bicycles can be obtained through donations and repaired and maintained by local service clubs. Large three-wheelers should be made available to those students with problems of balance, or training

wheels can be fitted on most bicycles. In the beginning, cycling around the school yard is the best route until confidence is gained by the students. When traveling beyond this protected environment, certain safety precautions should be followed:

a. A competent rider, preferably an adult, should lead the group, and another one should bring up the rear.

b. A warning flag should be attached to lead and rear bicycles so that both ends of the group can be clearly seen.

c. The group should follow the lead bicycle in a single file.

d. When divided by traffic lights or other vehicles, the front part of the group should wait until the entire group is together.

e. The route should be well planned, with both adults having a clear understanding of it.

f. Hand signals should be used to signal turns and stops.

Note: This activity should continue for at least 20 minutes to have any cardiovascular endurance value.

Ideas for modification: As a fitness activity, no appropriate modifications are available.

NAME: RACQUETBALL

Equipment needed: Racquetball racquets and balls, and a smooth wall.

Suggested ages: Fourteen to nineteen years.

Description: Divide the class into groups of two, three, or four, each group having a wall or space on a wall. On a standard racquetball court, the ball is served from behind a line 15 feet from the wall by bouncing and striking it. The return bounce of the ball must land behind the line before it is legally in play. In single wall play, the ball cannot land, on its return, more than 30 feet from the front wall. It is returned by the opponent in two-person play, by the second player in three-person play, or a member of the opposing team in four-person play. Whatever the rotation, play continues by alternating returns. A point is scored only when an individual (in two- and three-person play) or a team is serving. A ball is successfully returned when it is hit against the wall on the fly. On its return, it may be hit before it bounces or after one bounce. If a serving player fails to successfully return the ball, the serve reverts to the next player or team. A game consists of a player or team reaching 21 points.

Ideas for modification: A larger, lighter weight ball can be used or a hole poked in the regulation racquetball to slow it down for individuals having trouble tracking it. By slowing the ball's speed and by extending the length of the court, students in wheelchairs, walkers, or crutches can play successfully.

DEVELOPING AQUATIC SKILLS

Activities for developing aquatic skills include the following:

NAME: GETTING TO KNOW YOU

Equipment needed: Wading pools with enough space for all children, buckets, sponges, cups, scoops, chips, or other small objects.

Suggested ages: Four to nine years, developmentally.

Description: Have children sit in the water or on the ground next to the wading pool if at first they are afraid to get in. If they will follow directions, simply give them. Otherwise, a story may be needed to get the children acquainted with the following activities:

a. Splash water.

b. Wash face with water.

c. Scoop water into scoops and buckets, and empty them out into the pool.

d. Soak sponge and squeeze it out.

e. Squeeze water from sponge and wash face and body.

f. Squeeze water from sponge onto body.

g. Splash water onto body and face.

h. Lower body into water.

i. Pick up submerged objects.

Ideas for modification: In the absence of wading pools, this activity can be done first in a sink and then by using utility pans (the kind used for mixing cement). Ask parents to have children do these activities at home in the tub to get them acquainted with the water. Nearly everyone can participate in water play.

NAME: SUBMARINE

Equipment needed: Swimming pool.

Suggested ages: Four to nine years.

Description: After children have become acquainted with the water and feel comfortable, have them walk around in chest-deep water and gradually submerge shoulders, chin, ears, cheeks, mouth, nose, and eyes in the water. After having them practice inhaling, holding their breath, and then exhaling, have children inhale, bend knees to submerge head, and blow bubbles out the mouth under water. Have them experiment by breathing out the mouth and then out the nose. Try rhythmic bobbing by coming up to inhale, then going under to exhale. These early steps are important in the later development of water skills.

Ideas for modification: Children who are visually impaired may need to stand first and put the face in the water and blow bubbles for awhile until they get comfortable. Under water, their hearing is occluded, and this is a sense they rely on a great deal for their orientation.

NAME: STEAMBOAT

Equipment needed: Swimming pool.

Suggested ages: Eight to twelve years.

Description: After students learn body control, floating, and kicking, this activity can be used to make a game out of kicking. Hold the children's hands and pull them through the water. A rope or kickboards can be used for support of the upper trunk, and the kicking will support the lower part of their bodies.

Ideas for modification: Individuals with lower limb involvement would paddle with their arms and support their leg(s) using inflatable ankle cuffs.

NAME: INNER TUBE TAG

Equipment needed: Swimming pool and inflatable inner tubes for all children.

Suggested ages: Eight to twelve years.

Description: Just as in any other tag game, one student is it and the others try to avoid being tagged by kicking or sculling in the water to get away. Once the one who is it tags someone on any part of the body, that person becomes it. This is also an excellent game for cardiovascular endurance (fitness).

Ideas for modification: Children with less endurance or less efficient movement must be tagged on a specific body part, such as the foot or hand. Cerebral palsied children should be suspended in the tube with their legs hanging down.

NAME: WATER VOLLEYBALL

Equipment needed: Swimming pool, floating net or rope as a divider, and rubber volleyball.

Suggested ages: Eleven to fifteen years.

Description: As in any other volleyball game, two teams of any number play by batting or catching and throwing the ball across the net. Three people may touch the ball on each side. For more advanced swimmers in good condition, the game may be played in deep water in which they have to tread water most of the time. The game usually is enjoyed most when the players can stand on the bottom of the pool and jump up to hit the ball.

Ideas for modification: A brightly colored beach ball may be used for students who are slow to react or to follow the ball, or for the visually impaired. Those unable to stand in the water can float in an inner tube or on a rubber raft.

NAME: JUMP AND CATCH

Equipment needed: Swimming pool, preferably a diving board, and ten-inch rubber ball.

Suggested ages: Eleven to fifteen years.

Description: The game is played in pairs and any number may play. One partner gets on the edge of the pool or the diving board. As this partner jumps up in the air to land in the water, the partner throws the ball. The partner attempts to catch the ball, land in the water, and hold onto the ball. If this is done successfully, the pair gets one point. They then alternate roles, along with the other pairs. The game may be played to a set score, such as 11 points, or by time. At the end of a game's playing time, the pair with the most points wins.

Ideas for modification: A beach ball may be used with the teacher throwing. The throw must be lower because even though the ball moves more slowly through the air, the human body does not.

NAME: WATER POLO

Equipment needed: Swimming pool, swimming caps, ten-inch rubber ball, and cones or goals.

Suggested ages: Fourteen to nineteen years.

Description: This game, like soccer, relies on each team's ability to move the ball from one end of the pool to the other and throw it between two cones 15 feet apart or into a water polo goal. Swimmers must be fairly competent and have a grasp of the concepts of the game. The ball should be passed from one player to the next. While waiting for the pass, other players tread water and attempt to get in position to receive the pass. One team wears the swimming caps so the two teams can be differentiated.

Ideas for modification: Weaker swimmers can float in inner tubes and a lighter, slower ball, such as a beach ball, may be used. A half-court game can be played in the shallow end for nonswimmers or until the concepts of the game are learned.

NAME: SYNCHRONIZED SWIMMING

Equipment needed: Swimming pool.

Suggested ages: Fourteen to nineteen years.

Description: After students have learned some stunts, such as forward somersaults, log rolls, egg rolls, and handstands in the water, these can be put together in a routine and set to music. Usually, four to ten students work together in a routine and do floating formations between stunts. Very simple routines, for example, consist of: back float in a circle formation, back somersault to a back float, bring knee up out of the water, extend and bring other knee up out of the water, back somersault, recover to standing, and join hands could be very pleasant to watch when set to music. Others who have more skill can put together very complex routines that can be just as entertaining for parents and friends as a program of dance.

Ideas for modification: Modification is needed if the teacher is creative enough to see how each student's skills can fit in. Routines in inner tubes could be most enjoyable (and rewarding).

DEVELOPING DANCE AND RHYTHMIC SKILLS

Activities for developing dance and rhythmic skills include the following:

NAME: TAPESTRY

Equipment needed: Record player, "Tapestry," Carole King, A & M Records, SP77009, or other slow, flowing number.

Suggested ages: Four to nine years, developmentally.

Description: Students work either as a group with the teacher as the leader, or as partners. As the music suggests being together, rising, and sinking, various body parts and the entire body are slowly moved in a flowing and smooth transition from one position to the next. When using the teacher as leader, children follow his or her movements. When children work as partners, one is designated leader and the other follows their movements. If possible, the roles should be reversed after awhile.

Ideas for modification: Allow the visually impaired student to be the leader at first. Using scarfs, inner tube strips, or other flexible material, have the visually impaired student follow the partner's movements by holding one end of the scarf and the partner holding the other end, moving arms only. Students in wheelchairs can do the same movements.

NAME: DUELING BANJOS

Equipment needed: Record player, "Dueling Banjos/Reuben's Train," Eric Weissberg and Marshall Brinkman, Warner Brothers Records, GWB0309, or other lively music.

Suggested ages: Four to nine years.

Description: Have children move around the activity area by using a specific locomotor movement in time to the music. Periodically, the teacher calls out another movement, and the children change. Variables such as fast, slow, high, low, and backward may also be added as children learn these concepts and as they practice moving on tip-toes, with knees bent, and so on, as the movements demand. A slow record might be used at first, followed by the faster music.

Ideas for modification: Visually impaired youngsters can move by holding hands with partners. Students on crutches can use whatever patterns are available to them. Those in wheelchairs can move their chairs forward and backward, fast, slow, and so on in time to the music.

NAME: BENDING AND SWAYING

Equipment needed: Record player and slow, pendular music such as "Nadia's Theme" from TV Hits, Volume II, Pickwick International, SPC-3566.

Suggested ages: Eight to twelve years.

Description: Play music and lead children in swaying their trunks, arms, and upper bodies and in swinging their upper bodies to the beat of the music. Have the children walk slowly in time to the music, then have them stop and sway and swing their bodies in time to music. Scarfs, ribbons, sticks, or flags can be added to this kind of activity. This addition adds immeasurably to the delight of the students.

Ideas for modification: Students who are mentally retarded may need the scarfs or ribbons to see the effect of their movement. For emotionally disturbed and learning handicapped students, this addition may prove to be motivating. Students in wheelchairs can swing and sway scarfs and ribbons with a great deal of joy.

NAME: VIRGINIA REEL

Equipment needed: Record player and Virginia Reel or march-type record that may be obtained from Kimbo Educational Records, Box 246, Deal, NJ 07723.

Suggested ages: Eight to twelve years.

Description: The Virginia Reel is a very flexible dance and can be made as simple or complex as necessary. Students are arranged in partners and begin marching in time to the music. Various formations can be made with the marching pattern, and eventually, partners assume a position in two long lines facing each other. One by one, partners can march toward each other and perform movements such as bow to your partner, do-si-dos, swing your partner, or any other movements students are capable of doing.

Ideas for modification: Visually impaired students should be paired with sighted partners, and when it is their turn to move toward their partners, only the partner should clap so the visually impaired student has direction. Students in wheelchairs can be pushed by their partners if they cannot push themselves.

NAME: CREATIVE MOVEMENT

Equipment needed: Record player and music that has a story such as "The Rumble" from West Side Story, Columbia Records, OL 5670.

Suggested ages: Eleven to fifteen years.

Description: Tell the students the story and then listen to the music together, pointing out the points at which the action changes. Have the students try to move to part of the music at first using walking, running, and striking movements as the music implies. Discuss the story and music further if students are using movements of a different tempo than the music suggests, i.e., if they are running when the music is slow, and so on. Play the music again and have them imagine what is happening at each point when the tempo changes. Then, have them move to the music again.

Ideas for modification: If the film is available, show it and discuss the kinds of movements used. Students in wheelchairs can move from the waist up; those using other ambulation aids and the visually impaired can remain in one place.

NAME: EMOTIONS

Equipment needed: Record player and mood music such as Born Free, MGM Records, SE-4368.

Suggested ages: Eleven to fifteen years.

Description: This music has as its theme freedom. It allows for free movements and large uses of space. A discussion can be held before this activity. Discuss what freedom means to each student, and then let the students express their emotions about freedom with the music. The music stimulates joyful, exciting movements, allowing students to meet with other dancers, interact, and then free themselves to move away and do something else.

Ideas for modification: Other music for developmentally younger individuals that creates more of a picture, such as sunrise, a blooming flower, a donkey ride, and so on, may be needed for some groups.

NAME: ART AND MOVEMENT

Equipment needed: Some art medium and space for movement.

Suggested ages: Fourteen to nineteen years.

Description: Have students complete an art project such as painting, drawing, or sculpture. Then ask them to tell a brief story about the artwork. Ask them to act out the story in movements that later can be set to music based on the tempo of the dance that has been created.

Ideas for modification: None is needed, as this type of activity allows students to work at their own levels.

NAME: PARTNERS' THEME

Equipment needed: Record player and selected music.

Suggested ages: Fourteen to nineteen years.

Description: Select a theme and have students working in pairs as partners; develop a simple one-minute movement study based on that theme. The theme may be related to something the students did recently with their families or the class. It may also be based on a film they have seen or on a story read in class.

Ideas for modification: Students having partners in wheelchairs may need to move their partners around to better use the space available. Sounds such as clapping or beating a drum may be used to cue visually handicapped students.

DEVELOPING SKILLS FOR GAMES AND SPORTS

Activities for developing skills for games and sports include the following:

NAME: TETHERBALL

Equipment needed: Tethered rubber ball hanging on a pole, preferably adjustable so that it can hang about chest-high to players.

Suggested ages: Four to nine years, developmentally.

Description: Students play as partners, facing each other, with the object of striking the ball and wrapping the rope around the pole. One player serves the ball and the other must let it pass once. The player receiving the ball then tries to strike the ball in such a way that it cannot be returned. Players bat the ball back and forth until one causes the ball to swing over the other's head too high to be returned. One player continues to strike the ball until the rope is wrapped entirely around the pole. The winner gets one point and the other player begins the next game by serving. A game may consist of any number of points.

Ideas for modification: For visually impaired students, the ball should be painted a bright color. For students unable to jump, implement the rule that one player can hit the ball only three times in succession and then the ball must be struck by the other player.

NAME: KEEPAWAY

Equipment needed: Ten-inch ball.

Suggested ages: Four to nine years.

Description: Students form a circle with two or three players in the middle. Students on the outside of the circle throw the ball back and forth, trying to keep it away from the players in the middle. When a player in the middle intercepts the ball, he or she goes to the outside of the circle and the student throwing the ball goes to the middle. The game should be completed while the students are still enthusiastic.

Ideas for modification: When players in the middle are unable to jump or run, it could be required that the ball be bounced or rolled to other players on the outside of the circle. For the visually impaired, use a brightly colored ball.

FRISBEE® BASEBALL

Equipment needed: Frisbee® and ample playing space, preferably a softball diamond.

Suggested ages: Eight to twelve years.

Description: This game is played much like softball, except there is no pitcher and the batter throws the Frisbee® rather than hitting a softball. Two teams line up as in softball, with the first offensive player throwing the Frisbee® into the field. If it is caught in the air, the player is out. If it is not caught, the fielder retrieves the Frisbee® and throws to the appropriate base, attempting to beat the runner. The runner must be tagged with the Frisbee®, except in a forced out. The team at bat may do so until there are three outs, or until all players have batted once.

Ideas for modification: For players in wheelchairs, it may be required that the Frisbee® be thrown around to third base, then second base, before it is thrown to first base, to give the student in the wheelchair a chance to get on base. Visually impaired players can feel the base paths if they are well worn or can take the hand of another player who will lead them to the base.

NAME: ZIGZAG BASKETBALL

Equipment needed: Eight to ten traffic cones and basketballs and basketball court.

Suggested ages: Eight to twelve years.

Description: Set up two teams of five players each at one end of a basketball court. Four to five traffic cones are set up about eight to ten feet apart down either side of the court at a point located about one-third the width of the court from the sidelines. The offensive player bringing the ball inbounds must dribble the ball in a figure eight pattern down the court until he or she reaches the other players. The game then proceeds as in an ordinary basketball game. If the offensive player loses control of the ball, the opposing team gets possession at that point and one of their players must dribble the ball in a zigzag fashion toward the opposite end of the court. After each basket players move to the other end of the court, and a different team member dribbles the ball down the court.

Ideas for modification: For students having difficulty controlling the ball, a half-court game may be played. Also, fewer cones may be used and the space between cones may be increased. For students in wheelchairs two pushes on the chair are allowed between dribbles; otherwise, traveling will be called.

NAME: FIELD HOCKEY

Equipment needed: Field hockey sticks, shin guards, balls, chest protectors, traffic cones or goal, and ample space.

Suggested ages: Eleven to fifteen years.

Description: Field hockey is an Olympic sport having a long history in the United States. Eleven or more players may play on a team consisting of one goalie, fullbacks, halfbacks, and forwards. The players on the outside of each line are called wings and often are the key players for moving the ball down the field. Like soccer and ice hockey, the objective is to move the ball down the field and hit it into the opponent's goal. The stick may not be raised above the shoulder on either the backswing or the follow-through. The ball is tapped and sometimes scooped to other players to more strategically move it down the field. A regulation game consists of three 20-minute periods, but any time period may be used.

Ideas for modification: A regulation hockey ball is about the size of a baseball. A bigger ball can be used, or the game can be converted to floor hockey, in which thick felt donut-shaped pucks are pushed with straight broom handle sticks on a wooden or tiled floor. Rules for this game can be obtained from Special Olympics, Inc., Suite 203, 1701 K St., N.W., Washington, DC 20006.

NAME: BADMINTON

Equipment needed: Ample playing space, badminton racquets, and shuttlecocks (for indoor or outdoor).

Suggested ages: Eleven to fifteen years.

Description: The standard game of badminton is suggested here as a leisure time activity that students can play all of their lives. Up to four players can play a regulation game, but as many as six could play on a team if the players' ambulation and mobility are poor. One side serves the birdie into the opponent's court, which is wider for doubles' play than it is for singles. The opponent must return the birdie before it hits the ground. The play continues with the airborne birdie until one team fails to successfully return the birdie. After the opening service of the game, each player serves twice, alternating courts and alternating servers when the serve comes back over to the team. Points may be scored as in tennis, whether the team is serving or not. A game consists of 21 points and a set is two out of three games. Teams change sides of the net after each game and halfway through the third game in a split set.

Ideas for modification: If more than four players are used, the extra players can be rotated into the game in the serving position and continue play until it is time to serve again, when they go out and the next extra player comes in to serve. Having more than two players on one side of the net at a time is considered unsafe because the racquets are long, and the court is small.

GAME: GOLF

Equipment needed: Golf clubs, practice balls, and ample space.

Suggested ages: Fourteen to nineteen years.

Description: Various adaptations of golf can be played or at least practiced in a school's setting. Putting can be practiced on a carpeted floor or at a miniature golf course. Driving can be practiced on an open field, and even bunker shots can be practiced from a sandbox or long jump pit if one is available. For students having fairly good eye-implement (hand) coordination, this is an excellent lifetime sport to have knowledge of. Placing a flag or flags at distances on the field gives direction and a goal. A game that can be played on the school grounds requires that concentric circles be chalked around the flag, with students earning points based on how close they can get the ball to the pin (flag) with the club they are using.

Ideas for modification: For students in wheelchairs in which the armrests can be removed, these students can swing the club from their chairs. Visually impaired students have to be told where the ball landed, but by positioning them over the ball and teaching them the proper mechanics, they can strike a ball as well as anyone.

NAME: TENNIS

Equipment needed: Tennis racquets, balls, and court with nets.

Suggested ages: Fourteen to nineteen years.

Description: The standard game of tennis can be played by nearly anyone, except perhaps the blind. Wheelchair tennis is becoming very popular. More information can be obtained by writing National Foundation on Wheelchair Tennis, 3856 Birch St., Box 411, Newport Beach, CA 92660.

Ideas for modification: A larger, lighter ball or a dead ball may be used to slow the game down. Shorter tennis racquets can be controlled more easily, and the ball can be allowed to bounce twice until the skills are mastered.

SUGGESTED OUTLINE FOR TRAINING

A. Introduction

1. Administer pretest on types of activities to be included in physical education programs for students with special needs.

2. Review test; give answers.

B. Considerations for program planning:

1. Familiar activities first

2. Introduction of new activities

3. Attention and interest span of students

4. The reinforcing of approximations

5. The analysis of activities

6. Facility and equipment considerations

7. Medical considerations

8. Safety

9. Teaching style

10. Clustering information

11. The maintaining of visibility

12. Use of demonstration

13. The elimination of extraneous stimuli

14. Consistency in procedures

15. Use of noncompetitive activities

C. Summary

1. Summarize general considerations in program planning.

2. Select learning activities.

3. Administer post-test.

4. Distribute handouts.

LEARNING ACTIVITIES

The following learning activities include exercises to be used during the training session and assignments for trainees to do outside of the training session.

EXERCISES TO BE USED DURING THE TRAINING SESSION

1. ANATOMY OF AN ACTIVITY. Select two or three activities found in this section and, as a group, analyze them in terms of the following:

   a. What does the student need to be able to do before he or she can perform the movements involved in the activity?

   b. What does the student need to understand about concepts of play to grasp the concepts in this activity?

   c. What are the demands in terms of visual perception to be successful in this activity?

   Total time for learning activity: 30 minutes

2. EMPATHY. Divide the group into smaller groups of three or four (making four or five groups). Assign each group an activity to teach to the rest of the participants. Designate each participant as having a specific disability that realistically would be found in one classroom. Allow the groups to study the activity and decide how they are going to teach it. Each group then takes its turn teaching the activity to the group with those playing the role of students acting as nearly as possible as a student would act that has the designated disability. Play each activity five to ten minutes (enough time for all to get the idea). Discuss problems and ideas for further modifications, and so on.

   Total time for learning activity: 60 minutes

ASSIGNMENTS FOR TRAINEES TO DO OUTSIDE OF THE TRAINING SESSION

1. When you go back to your district, check if a districtwide curricular guide for physical education is available. If one is available, go through it for the age level you teach, and identify activities that meet the requirements for physical education as defined in PL 94-142; e.g., motor patterns, skills, physical fitness, skills in aquatics, dance rhythms, and games/sports.

   Total time to make assignment: 5 minutes

2. Talk to the adapted physical educator(s) in your district and make a list of at least five activities he or she or they use or would use for your class to develop the movement qualities defined in the law; e.g., motor patterns, skills, fitness, skills in aquatics, dance/rhythms, and game/sports.

   Total time to make assignment: 5 minutes

PRETEST

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. Name one activity for the age level you teach that will develop the following:

Motor patterns	Motor skills
Physical fitness	Aquatic skills
Dance/rhythmic skills	Games/sports skills

2. List three considerations needed in planning a physical activity program for students in your special class.

   a.

   b.

   c.

3. Name or describe an activity that can be used for both fitness and skill development.

PRETEST ANSWERS

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. Name one activity for the age level you teach (see activities listed in Module III.A.) that will develop the following:

Motor patterns	Motor skills
Physical fitness	Aquatic skills
Dance/rhythmic skills	Games/sports skills

2. List three considerations needed in planning a physical activity program for students in your special class.

   a. See pages III-5 through III-8.

   b.

   c.

3. Name or describe an activity that can be used for both fitness and skill development.

   Track and field

   Soccer

   Gymnastics

   Dodgeball

   Kickball

   Any vigorous game or sport

POST-TEST

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. Name one activity appropriate for the age level you teach for developing the following:

Motor patterns	Motor skills
Physical fitness	Skills in aquatics
Skills in dance/rhythms	Skills in games/sports

2. List three unique considerations you would need to make in planning activities for students with specific disabilities.

   a.

   b.

   c.

3. Name a rhythmic activity that could also be used for developing physical fitness.

POST-TEST ANSWERS

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. Name one activity appropriate for the age level you teach for developing the following:

Motor patterns	Motor skills
Physical fitness	Skills in aquatics
Skills in dance/rhythms	Skills in games/sports

(See activities listed in Module III-A.)

2. List three unique considerations you would need to make in planning activities for students with specific disabilities.

a. Pages III-5 through III-8

b.

c.

3. Name a rhythmic activity that could also be used for developing physical fitness.

Aerobic dance

Jazz exercise

Folk dancing

Any vigorous activity using music

SELECTED REFERENCES

Graham, George et al. Children Moving. Palo Alto, Calif.: Mayfield Publishing Co., 1980.

Physical Education Framework. Sacramento: California State Department of Education, 1973.

Seaman, J. A., and DePauw, K. P. The New Adapted Physical Education: A Developmental Approach. Palo Alto, Calif.: Mayfield Publishing Co., 1982.

SECTION III-B
ACTIVITIES FOR THE MAINSTREAM

TRAINER'S NOTES

Section B of Module III is devoted to developing a set of principles for modifying activities of the regular curriculum to accommodate students with exceptional needs. Any physical activity can be modified. The modifications should be made to allow equal participation by the handicapped in the mainstreamed setting, but without excluding or limiting participation by nonhandicapped students. The considerations for planning the program in the integrated programs section in this module supplant the background information sections found in other modules in this series. They focus on the parameters of activities and how these activities can be altered to accommodate the handicapped. For audiences unfamiliar with general characteristics and learning styles of students with exceptional needs, the trainer is referred to the considerations for planning of the program section of this module for considerations related to the unique learning styles of individuals with varying handicapping conditions.

Activities contained in this section represent a cross section of typical activities taught at various age levels in the public schools of California. This is not a curricular guide, but rather a sampling of activities with ideas for modifying these activities for the individual with exceptional needs who is integrated into the regular program. References for further curricular development can be found in the Module IV annotated bibliography.

Before using this section:

1. Check to see that all the materials are included in the packet for this section. These materials should include:

    a. Subsections:

        Purpose of the section, overview, and objectives for trainees

    b. Considerations for planning of the program in integrated programs

    c. A set of activities for developing: fundamental motor patterns, motor skills, physical fitness, aquatic skills, dance rhythmic skills, and skills for games and sports. (After selecting the activities to be taught, gather the equipment required for each activity.)

    d. Suggested outline for training

    e. Learning activities

        (1) Exercises to be used during the training session

        (2) Assignments for trainees to do outside the session

        (3) Pre- and post-tests

f. Overhead transparency

g. Selected references

PURPOSE

The purpose of this section is to develop a foundation of principles for classroom teachers and regular educators of physical education to use in accommodating individuals with exceptional needs in a regular physical education class.

OVERVIEW

This section begins with trainer's notes, which includes indications of how the section is to be used, preparations necessary prior to the training session, and materials included for this section. Next, a subsection that includes considerations that classroom teachers and teachers of regular physical education should make when integrating an individual with exceptional needs into a regular physical education class is presented. Each of the activity sheets may be used by the trainer for conducting the training session or reproduced as handouts. The pre- and post-tests are available for use in sampling the amount of learning that has taken place as a result of the training. The suggested outline for the presentation is provided to help the trainer organize and blend the material on principles with their application to activities. Learning activities also are designed to demonstrate a way of mixing these two components. The overhead transparency is provided for use in group activity analysis. A chalkboard, if available, would also be useful.

OBJECTIVES FOR TRAINEES

At the conclusion of this training, if the entire section is used, the trainee will be able to:

1. List six principles for modifying physical activities.

2. Describe principles of needed activity modification based on characteristics of specific disabilities.

3. Define students' exceptional need areas that are likely to need specific modifications in class.

CONSIDERATIONS FOR PROGRAM PLANNING IN INTEGRATED PROGRAMS

The teacher should consider the participation and learning experience of all students when making modifications of the physical education activity. The following are six principles for modifying physical education activities:

1. Placement of the individual in the activity
2. Modification of the time of participation
3. Adaptation of the skill
4. Use of substitutions
5. Modification of equipment/facility
6. Modification of the rules

PLACEMENT

Most team sports include active positions and less active positions. Placing a student with limited mobility into a less active role may be the only modification needed. In a softball game, for example, a wheelchair-bound student could probably play almost any less active position when other modifications are made to rules, equipment, and so on. Consideration of safety factors as well as equal opportunity for the students should be given. The positions of right field, first base, pitcher, or catcher could probably be played quite successfully by a student in a wheelchair if other minimum adjustments are made. In most cases there are no right or wrong modifications, only degrees of appropriateness. Placing a visually impaired or hearing impaired student close to the teacher during instruction and near other students during the activity would be most appropriate. Hyperactive or distractible students should probably be located near the teacher for behavioral control and monitoring.

TIME OF PARTICIPATION

Limiting or altering the amount of time a student participates in an activity may be needed for those who have health impairments. Limiting the time, i.e., shortening it, would also be recommended for the very young and those with short attention spans. The student's level of endurance and strength must also be considered in determining the time of participation. Students who have prostheses and assistive devices, as well as sedentary or obese students, tend to fatigue more quickly and may have limited strength, flexibility, and endurance. Cardiac, asthmatic, hemophiliac, and other health-impaired children may need their time of participation limited, depending on the severity of the condition. Spacing rest intervals or varying the pace of the activity, such as alternating a vigorous activity with a quiet activity, are examples of modifying the time of participation.

SUBSTITUTION

Rotating one person with another or using two players in place of one would qualify as examples of substitution. Alternating a cardiac individual with an asthmatic individual during a vigorous game or sport is a viable solution in meeting their individual needs for limited participation time, for meeting the demands of the game, and for fair treatment of the others in the class. Substitution can also be used between special education and regular class students.

ADAPTING SKILLS

It may be necessary to change the skill or motor requirements of an activity to fit within the limitations of the student. In some cases adapting the skill would also require modifying the rules. A postpolio individual with atrophied upper arm muscles may be allowed to palm the ball or bounce and catch the ball in basketball; a paraplegic individual may be allowed to hit or dribble the ball (soccer style) with a crutch; a young student may be allowed to catch the ball after one bounce instead of catching the ball in flight. The teacher may need to acknowledge a student's developmental level, rather than pushing him or her to engage in age-appropriate skills.

Striving for the development of the most efficient patterns of movement and motor skills possible is important in all cases. A hemiplegic cerebral palsied student, a paraplegic postpolio victim, or a student with a lower leg amputation may never be able to successfully execute a mechanically perfect jump, but they should be expected to become proficient within their limitations. An individual with exceptional needs who is not physically limited should be encouraged to develop a near-perfect jumping technique.

EQUIPMENT/FACILITY

At some time, the equipment and facility used in physical education programming will need modification or special equipment will be needed. Equipment modification should be considered as a means of meeting the needs of the handicapped for participation in physical activity.

Some general ideas for modifying equipment are:

1. Use of brightly colored objects for the visually impaired
2. Use of auditory cues, such as a bell inside a ball, for the blind
3. Use of longer or shorter striking implements for the physically impaired
4. Lowered nets, baskets, and so forth
5. Use of suspended or stationary objects for striking or kicking
6. Use of lightweight objects, such as balloons instead of balls
7. Use of assistive devices, such as ramps, rails, and supports
8. Side barriers attached to table games for the wheelchair-bound

RULE MODIFICATION

In modifying activities for the inclusion of students with handicaps, the saying that "rules were made to be broken" applies. Rules should not be modified or changed so much that the purpose of the game is lost; however, rule changes should be considered as part of the learning process.

Simple rule changes might include:

1. One bounce catch instead of an in-flight catch allowed
2. Ten players being on a softball team instead of nine
3. Two steps allowed after catching a basketball pass
4. Base runners having to walk when the ball is fielded by a physically handicapped student
5. Four strikes instead of three making one out
6. Each team's turn at bat consisting of every person on the team batting once instead of the team making three outs, and so on

SPECIALIZATION

Many people, including those with special needs, either have or can develop a special talent for doing one aspect of a sport or game. Students with handicapping conditions should be encouraged to develop any special ability they exhibit for their own satisfaction, self-esteem, and respect from peers. Paraplegics have become very good on the side-horse, still rings, and parallel bars in gymnastics. Blind students have developed expertise as wrestlers. Individuals in wheelchairs have become competent softball pitchers, and so on. Physical educators have a responsibility to help each student develop to his or her maximum potential, and even though one may need to look a little further to find hidden talents, the end result is well worth the effort.

ACTIVITIES FOR MEETING INDIVIDUAL NEEDS

Activities for developing fundamental motor patterns, motor skills, physical fitness, aquatic skills, dance and rhythmic skills, and skills for games and sports include the following.

DEVELOPING FUNDAMENTAL MOTOR PATTERNS

Fundamental motor patterns include the following:

NAME: OLD GRANNIE TIPPIE TOE

Equipment needed: Ample space for running.

Suggested ages: Four to nine years.

Description: Grannie is an old, old lady who cannot sew because she has lost her needle. She stoops over her imaginary cane as she goes for a walk. The children follow behind her and chant, "Old Grannie Tippie Toe, lost her needle and cannot sew." They continue to follow and to chant until Grannie straightens up. She turns and chases them to their home, a baseline. The children tagged by Grannie become helpers, and the game continues. Grannie always gives the signal for running back to the baseline by straightening up. The last one tagged is Grannie in the next game.

Ideas for modification: Students with disabilities who are helpers can be placed randomly between Grannie and the baseline. Children must then dodge them to avoid being tagged. After each round of play, students who must rest can be taken out of the game until the next round. A rule may be made requiring that less ambulatory students be tagged on a particular body part, such as the knee or hand.

NAME: TRAFFIC POLICEMAN

Equipment needed: Ample space for walking, hopping, or jumping.

Suggested ages: Four to nine years.

Description: The students stand in line as if they are on the curb, ready to cross the street. One child is chosen to be a police officer and stands on the opposite side of the playing area. He or she calls "green light" and faces the opposite direction from the students, who move forward. The officer suddenly calls "red light" and then turns toward the advancing students. The students must stop immediately. If the police officer sees any student move his or her feet, that child is sent back to the curb. The police officer continues to call, and the students move forward, or stop, according to the signal. The first student to touch the outstretched hand of the officer is the new police officer.

Ideas for modification: A student in ambulation can be the police officer. To equalize the rate of moving across the activity area if several students in the group have ambulation problems, able-bodied students can hop or jump when green light is called.

NAME: HORSE'S TAIL

Equipment needed: Space for a circle 30 to 35 feet in diameter, two rubber playground volleyballs or soccer balls.

Suggested ages: Eight to twelve years.

Description: Four players stand in the middle of the circle with their hands on the waist of the one in front of them, forming a line. The front player is the horse's head, the next two are the body, and the last one is the tail. All others stand outside on the circle. The players outside throw the two balls at the horse trying to hit his or her tail. The head of the horse (the first player in line) tries to keep his or her tail from being hit by batting the ball as it comes toward the horse and by swinging the horse (line) away from the players throwing the balls. If a player hits the horse's tail, he or she becomes the head of the horse, and each player in line moves back one place. The player who was hit takes the place on the circle of the player who threw the ball.

Ideas for modification: A student in a wheelchair can be the horse's head and when the tail gets hit, the thrower moves to the second spot in the line, leaving the wheelchair-bound player at the head. The ball can be slightly deflated or a larger or brighter ball can be used for visually impaired students or those having trouble following the ball with their eyes. A rule can be set that players are in the middle only five minutes, so students who need to rest can move to the outside of the circle, thus placing them in a less active position.

NAME: LONG BASE

Equipment needed: Softball diamond and soccer ball.

Suggested ages: Eight to twelve years.

Description: The class is divided into two teams, fielders and kickers. The fielding team has a pitcher, catcher, and long baseman. Second base is designated as the long base. All the other players are fielders, and are spaced to cover the whole field. The first kicker stands on home base, and the remaining players on his or her team stand to one side. He or she kicks the ball, runs to the long base, and returns to home base, trying not to be hit or tagged with the ball. He or she may stay on the long base until he or she thinks that he or she has a good chance to return to home base without being tagged. Several runners may be on the long base at the same time. Once a runner leaves the long base, he or she cannot return to it unless a fly ball is caught. The teams change places when three outs have been made.

Ideas for modification: Students limited in ambulation can play catcher, pitcher, or long baseman. Taking time for rest is no problem because waiting to kick the ball or standing in the outfield require little energy. Substitutions may be needed as runners. For students having difficulty kicking a rolled ball, the ball may be placed on home base for kicking.

NAME: NEWCOMB

Equipment needed: Volleyball court or space about 25 feet by 50 feet, volleyball net, and volleyball.

Suggested ages: Eleven to fifteen years.

Description: The class is divided into two teams, with the players arranged in three rows, facing the net. The object of the game is to throw the ball over the net in an effort to make it strike the ground in the opponents' half of the court. The game is started by the server, who stands in the back row in the right-hand corner of the court (when facing the net). The server throws the ball over the net, trying to hit the ground in the opponents' territory. A ball that hits within the court or on a line is a fair ball. The same player continues to serve until his or her team fails to score. When members of the serving team do not catch the ball, it does not score and a side-out is called. The other team is then given the ball and begins to serve.

If the ball does not go over the net on the first serve, a second serve is taken. No player may help the ball over the net on a serve. If a served ball hits the net and goes over, it is a net ball and the server serves again. Any number of players may throw and catch the ball before it is sent into the opponents' court.

When the ball is given to a team to serve, all the players on that team rotate. The server goes to the left side of the front row, the players in that row move to the right, with the last player in the line stepping straight back to the middle row. The players in the middle row move one place to the left, with the last player stepping straight back to the back row. The players in the back row move to the right, with the last player in the row becoming the new server.

Ideas for modification: Students in wheelchairs or with poor upper body strength may be kept in the front row to improve their chances of throwing the ball over the net. The net may be lowered and the rules may be modified to allow the ball to bounce one time before being caught. In a large class, all students lacking the prerequisite skills for volleyball can be put on one court to play Newcomb, and more advanced players can play regular volleyball on other courts. As skills improve, volleyball skills and rules can be added to Newcomb until the game becomes volleyball.

NAME: BASKETBALL GOLF

Equipment needed: Basketball goals (hoops) and enough basketballs so that no more than ten players share a ball and a hoop.

Suggested ages: Eleven to fifteen years.

Description: Six numbers are chalked or painted around the center basketball goal or in front of the regular basketball goal. The numbers are mixed, rather than being consecutively placed. If, for example, number one is close to the goal, number two can be at a far shooting distance from the goal. The game starts with one player standing on number one and trying to make a goal. If he or she succeeds, he or she then tries to make a goal from number two and continues shooting from each number until a shot is missed. When a player misses the shot at the goal, the ball is given to the next player in line, who shoots. After every player has had a turn, the game continues with each player trying for the goal from the last number on which the last basket was missed. The first player to complete the six basketball shots is the winner. As players improve in their skills, additional numbers can be added or more difficult shots required at each station.

Ideas for modification: Two sets of numbers can be marked out by using the numbers 1, 1a, 2, 2a, and so on, with the "a" number being one step closer to the basket than the first set for students in wheelchairs or with poor upper limb strength. A basket that can be lowered can be used to accommodate students who do not have the strength to throw the ball as high as the height of a regulation basket. Students limited in ambulation can develop a special skill of free throw shooting and later, rule changes can allow this student to shoot all the free throws when the class plays a full-scaled game.

NAME: OBSTACLE COURSE

Equipment needed: Auto tires, objects for jumping over, rope to climb, horizontal ladder, traffic cones, high jump bar, and other objects for obstacles.

Suggested ages: Fourteen to nineteen years.

Description: Objects existing on the playing field and other portable items can be placed in a way to make the course challenging. Students must run through the tires, zigzag around the cones, crawl under the high jump bar, leap over the long jump pit, and jump over a hurdle (or do whatever may be demanded by the items gathered). The course can be timed to encourage speed and agility in addition to execution of fundamental patterns.

Ideas for modification: For students having ambulation problems, the equipment may need to be modified, using ramps instead of tires, using curb-high objects, and substituting tasks involving the upper limbs, such as lifting a weight a specified number of times at some of the stations. Because this activity does not have a specified playing time, students needing to rest can do part of the course or move at a slower pace to avoid undue fatigue.

NAME: BLACK BOTTOM

Equipment needed: Volleyball court, tennis court or similar area, net, and large cage ball.

Suggested ages: Fourteen to nineteen years.

Description: This is a popular activity for rainy or smoggy days. Black bottom is played like volleyball, except that players sit on the floor and kick the ball with their feet over a lowered net. As many students as necessary may be placed on a side.

Ideas for modification: Students in wheelchairs can be placed in the back rows and along the sides and strike the ball with their hands to keep it from going out of bounds.

DEVELOPING MOTOR SKILLS

Activities for developing motor skills include the following:

NAME: CALL BALL

Equipment needed: Ten-inch playground ball or utility ball.

Suggested ages: Four to nine years.

Description: The children, standing in a circle, face the center. One child is chosen to be in the center with the ball. This child calls the name of one of the players in the circle and then throws the ball up in the air. The child whose name was called runs into the center and tries to catch the ball, either in the air or on the first bounce. If the ball is caught, this child stands in the center and calls a name and the game continues. If the ball is not caught, the child in the center continues until the ball is caught by one of the players whose name is called. As skills improve, the requirement can be changed to catching the ball before it bounces.

Ideas for modification: The obvious placement for children with ambulation problems is in the center where they can throw and call out names. For children having difficulty catching the ball even after one bounce, the rule can be made allowing the ball to bounce several times. A larger or more colorful ball, such as a beach ball, can be used for the visually impaired or those having trouble tracking it.

NAME: CIRCLE KICK

Equipment needed: Ten-inch playground or utility ball.

Suggested ages: Four to nine years.

Description: The class is divided into two equal teams, with one team in one half of a 25-foot circle and the other team in the other half of the circle. The game starts with one of the players putting the rubber ball into play by kicking it toward the opposing team's players, one of whom kicks it back. When a player kicks the ball out of the circle below a waist-high level, a score is made for that player's team. If it is kicked out at a level higher than the waist of the player, the opposing team scores the point. When a ball goes out of the circle, the player on whose right side it passed returns the ball and puts it into play. The team with the greater score wins the game at the end of a specified time.

Ideas for modification: Players with lower limb involvement may block the ball and a player next to him or her can kick it back. A larger, brighter, or slightly deflated ball can be used to increase the chances of success for the visually impaired, retarded, and those having difficulty tracking the ball.

NAME: TOUCHDOWN

Equipment needed: Ample running space and a small object such as a marble, pebble, or piece of chalk.

Suggested ages: Eight to twelve years.

Description: The players are divided into two teams. They stand facing one another 60 or more feet apart. One team goes into a huddle, and the members decide which player is to carry an object (pebble, chalk, marble) to the opponent's baseline. Each player of the team holds his hands as if carrying the object and runs to the opponent's baseline. The opponents run forward and tag the players as they meet them. When a player is tagged, he or she must open both hands to show that he or she is not carrying the object. If the player who is carrying the object reaches the other team's baseline without being tagged, he or she calls "touchdown" and scores a point for his or her team. The team scoring the point gets another attempt to successfully carry the object over the line again. If the player carrying the object is tagged before reaching the opponent's baseline, the object is given to the other team. This team then goes into a huddle and tries to plan a successful way of getting the object across the field. The team scoring the most touchdowns during the playing time is the winner.

Ideas for modification: Instead of running, children may be required to skip, hop, or jump across the playing area to accommodate students in wheelchairs or on crutches. Children needing to rest may sit out every other round.

NAME: GRECIAN FLURRY

Equipment needed: Parachute and ample space.

Suggested ages: Eight to twelve years.

Description: Eight students grasp a designated front arc (side) of the parachute, using the right hand only, and hold it high in the air. On the command "run," they travel a designated distance, keeping the right arm up high. A new group of eight students should be waiting at the finish line to repeat the stunt. You may wish to use squads in shuttle formation or spread the groups of eight out around a large field so the flurry of the parachute can be appreciated by all.

Ideas for modification: Students in wheelchairs can be pushed by students to keep up with the group. Other students with ambulation problems can be put in a wheelchair and pushed by ambulatory students.

NAME: TUG-O-WAR

Equipment needed: Long rope at least one inch in diameter.

Suggested ages: Eleven to fifteen years.

Description: The class is divided equally into two teams, with each team on one end of the rope. A line is drawn on the ground midway between the first person on each team. The first person on each team should be about five feet from the line. On the signal "go," both teams begin pulling in an attempt to pull the first player on the other side across the line. When this is accomplished, the game is over.

Ideas for modification: Students with ambulation or balance problems should be put on the ends of the rope. Students with cardiac problems should serve as judges or other officials unless a medical clearance for these students to participate in this activity is obtained.

NAME: FOOTBALL BULL'S-EYE

Equipment needed: Junior footballs, suspended hula hoops, or other appropriate targets.

Suggested ages: Eleven to fifteen years.

Description: Suspend targets and designate point values for each, based on difficulty. Distribute approximately one ball for every three to four students. Half of the class should serve as retrievers. From a designated line, students throw the ball toward targets, scoring points as designated. When a student obtains a score of 21 points, he or she trades places with a retriever who gets to earn points. To make the task more difficult, throwers can be required to run five steps to the right or left, or the target can be set in motion.

Ideas for modification: Visually impaired students can be moved closer to the targets. For students having poor upper body strength, a Nerf® football, which is lighter in weight, can be used.

NAME: KICK AND CATCH

Equipment needed: Footballs, kicking tees, and ample playing space.

Suggested ages: Fourteen to nineteen years.

Description: Class is divided into groups of at least four players, with each group having a football. One player is kicker, one is receiver, and one is passer. The ball is placed on the tee with the passer standing about 15 to 20 yards and the receiver about 30 to 40 yards in front of the tee. The kicker kicks the ball, which is retrieved by the receiver. The receiver runs with the ball and gives it to the passer, who throws the ball overhand to the kicker, who places it on the tee for the next kicker. The kicker then becomes the receiver, the passer gets in line to become kicker, and the cycle begins again. Points can be awarded for distance kicked, passes completed, and the like to add interest to the drill.

Ideas for modification: Students with ambulation problems can be a stationary passer, and the other students can rotate between kicker and receiver. Visually impaired students can kick the ball successfully with training. Substitution may be used by pairing a sighted student with a visually impaired student. The sighted student can catch the ball, and the visually impaired student can pass it to the kicker, who is calling to them to give direction.

NAME: FRISBEE® GOLF

Equipment needed: Enough Frisbees® so that each student can have one, ample space, golf flags or traffic cones, and five-foot diameter circles are chalked around the marker.

Suggested ages: Fourteen to nineteen years.

Description: This game is played like golf; students throw Frisbees® at the flag instead of hitting golf balls. Groups of no more than four should play together, with each player teeing off in turn. The player whose first throw was the shortest takes his or her second throw, followed by the one with the next shortest throw, and so on. The number of throws required to get the Frisbee® within the five-foot circle counts as the players' first hole scores. Once all Frisbees® are within the circle from the first group, the students pick up their Frisbees® and move on to the second hole. The total scores at the end of the round determine the winner, with the lowest score having honors.

Ideas for modification: Very few modifications are needed for this activity because a Frisbee® is light enough for nearly any student to throw. Visually impaired students may need to be positioned so their throw will go in the proper direction. A shorter course or fewer holes may be played for students who fatigue easily, such as those with sickle-cell anemia or asthma, or students with braces, crutches, or wheelchairs.

DEVELOPING PHYSICAL FITNESS

Activities for developing physical fitness include the following:

NAME: POM POM PULLAWAY

Equipment needed: Ample space for running.

Suggested ages: Four to nine yars.

Description: Two goal lines are drawn on the play area about 40 feet apart. All of the players stand behind one of these lines. A student, who has been chosen, stands in the center of the open space and calls: "Pom, pom, pullaway. If you don't run, I'll pull you away." All of the players run to the opposite goal. The player in the center tags as many children as possible. Those tagged become his or her helpers, and the game continues. The last student tagged is the winner and becomes the caller for the next time. A variation of the game is run, skip, hop away.

When the caller says, "Skip, skip, skip away," or "hop, hop, hop away," the players must go to the other goal in the manner called. The caller, too, must use the same skipping or hopping movement. For this activity to have cardiovascular endurance value, it must be continued at least 20 minutes.

Ideas for modification: Students with ambulation problems can be given a defined area (carpet space, chalked box, hula hoop, and so on) that is closer to the goal so they do not have to run, skip, hop, and so on as far. Five minutes of activity may be all that some students can tolerate. But with input from medical professionals, it can be discovered that this amount of time can be gradually increased so that cardiovascular endurance can be increased for these students, also. Visually impaired children can run with a partner. For students who are deaf or hard of hearing, a hand signal can be used to designate when it is time to run. The rules can be modified so that students that are slower must be tagged on the knee or hand before they become helpers.

NAME: RUBBER BAND

Equipment needed: Appropriate surface for sitting or lying.

Suggested ages: Four to nine years.

Description: A series of flexibility exercises can be led by the teacher, a cross-aged aide (a classmate aide from an older age group), or a student. Start by lying on the ground, reaching and stretching every body part. Sit up and twist trunk, touching the ground on the opposite side with each hand; touch toes; spread legs and lean as far forward as possible, reaching out with the hands. Stand and touch toes, floor, behind heels; twist trunk like an airplane; touch toes alternately; bend to the side and reach down the leg with same hand as far as possible. These exercises should be done slowly without bouncing and may be done to music, a drum beat, or counting. The stretches are also good to use before any vigorous activity.

Ideas for modification: Students with ambulation problems can start on the floor and go as far as possible and simply continue stretching and twisting at whatever level they are capable. Visually impaired students may need definitive descriptions of the movements or may need to be led through the range of motion desired. Deaf and hard of hearing students should be placed close to the leader so they can read lips and/or follow.

NAME: JOGGING

Equipment needed: Students should have a good pair of running shoes.

Suggested ages: Nine to twelve years.

Description: Running and/or walking for 20 to 30 minutes has value as a cardiovascular endurance exercise. Students can start by walking for that amount of time and gradually increase the amount of time run so that the entire 30-minute period is run. Teachers should get good baseline data,

indicating how long each student can run the first few times, and then set goals for each student to increase the amount of time run without stopping until each student is running the entire period. Time should be spent to explain how the heart works and the value of cardiorespiratory exercise and to have them take their heart rates. Exercise heart rates should be monitored (immediately following ten minutes of vigorous activity) so that a high enough exercise heart rate is achieved for the jogging to have value. The target heart rate for each student is calculated by subtracting the boys' resting heart rate from 226 and the girls' from 220. Then, multiply by .85. This value is what each student's exercise heart rate should be at the conclusion of the jogging period.

Ideas for modification: Students with any independent ambulation at all can participate in this activity. Target heart rates are calculated the same way for all students. Running around the periphery of the school yard is a good way to keep track of the stragglers.

NAME: JUMP ROPE RELAY

Equipment needed: An individual jump rope for each team and 50-yard running course.

Suggested ages: Eight to twelve years.

Description: The class is divided into teams of five or six, each team having its own jump rope. The rope is placed about 50 yards down the course. The teams are lined up in a line opposite their jump rope. On the signal "go," the first person in the line runs to the jump rope, picks it up, and jumps ten times, using any style. The runners then put the ropes down and run back to their team, tagging the next persons in line, who run to the jump rope and do the same thing. After all runners on the team have run, the relay is over. At first, the ropes may need to be placed closer so the students are not so tired when they get to the rope. As endurance and strength increases, the distance to the rope can be increased, the number of jumps can be increased, and a number of jumps in succession can be required.

Ideas for modification: Students who are visually impaired can be led by a partner or a guide wire with a pole that indicates when they have reached the destination and should bend over and pick up the rope. Students in wheelchairs or on crutches can do push-ups (in the chair or on the ground) or some other exercise instead of jumping rope.

NAME: SOCCER

Equipment needed: Large playing area and soccer balls.

Suggested ages: Eleven to fifteen years.

Description: Regulation soccer is becoming increasingly more popular among youth, and, with adequate prerequisite skills, it has tremendous value for physical fitness.

Ideas for modification: Less ambulatory students can play as goalies or fullbacks, giving them less territory to cover. Some students who are visually impaired can play with a brightly colored ball. If the grass is kept fairly long, the ball will roll more slowly and increase the success of players having difficulty seeing and/or tracking the ball. Students with cardiac or respiratory conditions should play five to 15 minutes and then rest an equal amount of time. If the conditioning level of students is poor to start with, a half-field game can be played or the total dimensions of the field reduced. If skills need to be adapted significantly, the teacher may investigate the game of speedball, which allows for more ball handling with the hands and is a good lead-up for soccer.

NAME: AEROBIC SWIMMING

Equipment needed: Swimming pool, lane markers, or traffic cones.

Suggested ages: Eleven to fifteen years.

Description: Students with any level of swimming skill can participate in aerobic swimming. If possible, lane markers in the pool or cones on the deck should be used to keep swimmers going straight. Or, have all swimmers swim in one circular direction around the periphery of the pool. This activity must be continued at least 20 minutes, two to three times a week, to have any cardiorespiratory value.

Ideas for modification: Whatever mode is used by the handicapped to move in the water is appropriate. The slower swimmers and those in inner tubes and walkers should stay in the middle of the circle or the shallow end to avoid colliding with swimmers in lanes or on the outside.

NAME: HIKING

Equipment needed: When going on outings, each hiker should have a good pair of boots, long-sleeved shirt, long pants, appropriate socks, and other appropriate items.

Suggested ages: Fourteen to nineteen years.

Description: Walking up and down hills near the school and jogging are the best conditioners for this leisure time activity. Day outings and weekend trips can be planned from nearly any location in California. This is an excellent lifetime sport for students to be introduced to.

Ideas for modification: The National Forest Service and the California Commission on Parks and Recreation have flyers on the location of trails that are accessible to wheelchairs or visually impaired students. Some well-traveled trails are accessible, even though they are not specially designed for the handicapped. The best procedure is to inspect them before taking a group.

NAME: PHYSICAL CONDITIONING

Equipment needed: Free weights, barbells, weight machines, steel rods with cans of cement on the end, sandbags, and ample space for running.

Suggested ages: Fourteen to nineteen years.

Description: Running and weight training can be combined for a total body conditioning program that will develop strength, flexibility, and endurance. A typical routine could consist of the following: doing warm-up stretches, jogging one-half mile, working out with weights (leg extensions, leg curls, sit-ups, back raises, pull-downs, arm press, arm curls), jogging one-half mile, and doing slow stretches to warm down. Naturally, correct technique is necessary in using weights, and should not be attempted by an inexperienced teacher. The number of weight exercises and amount of weight should be based on the physical condition of each student.

Ideas for modification: In this kind of program, no modifications are needed, as each student can do at least some of the exercises and can develop a level of conditioning compatible with his or her limitations.

DEVELOPING AQUATIC SKILLS

Activities for developing aquatic skills include the following:

NAME: BASIC SKILLS

Equipment needed: Swimming pool.

Suggested ages: Four to nine years.

Description: Instruction should cover the following skills:

- Breath control
    1. Inhale and exhale out of the water.
    2. Inhale and exhale slowly and easily with body in chest-deep water.
    3. Blow ping pong ball across the pool.
    4. Exhale into the water slowly, making bubbles.
    5. Blow bubbles with face in the water.
    6. Submerge and blow bubbles.
    7. Bob rhythmically for three- or four-second intervals.
- Body control
    1. Walk slowly through the water, and then walk fast.
    2. Jump while in the water, squat, and sit on the bottom of the pool.
    3. Kneel on the bottom of the pool, lie prone on the bottom, and lie supine on the bottom.

4. Roll over while on the bottom of the pool, and combine movements (squat, lie down, roll over, and so on).

5. Put hands on the steps and assume a prone float position unassisted.

6. Put hands on the steps, assume a prone float position, and kick with legs slowly and then quickly.

7. Recover to a standing position, with assistance, while held in prone position in chest-deep water.

8. Recover to a standing position, without assistance, while held in a supine position in chest-deep water.

9. Practice a beginning armstroke (dog paddle) with underwater recovery of arms.

10. Practice a beginning armstroke with kick.

Ideas for modification: Students with paralyzed limbs may need equipment modifications in flotation cuffs worn on the arms or legs. Kick boards and other flotation devices may be needed as well. The main goal at this age level is to make the child water-safe. Thus, supine floating is the minimum skill to be taught at this age level.

NAME: WATER TAG

Equipment needed: Swimming pool.

Suggested ages: Four to nine years.

Description: A tag game of any kind can be played in the shallow end of the pool, just as on dry land. If students play with enough vigor, the game can have fitness values as well.

Ideas for modification: Students who have to use flotation devices, such as inner tubes, in the water can play if the one who is it is blindfolded and has to find players by following the splashing sound.

NAME: BASIC SKILLS

Equipment needed: Swimming pool.

Suggested ages: Eight to twelve years.

Description: Instruction should cover the following skills:

o Breath control

1. Rhythmic breathing

2. Breathing on both sides

o Body control

1. Retrieve objects from two to three feet of water.
2. Perform a jellyfish float: grab arms and legs with hands and float.
3. Perform a turtle float: grab legs, feet off bottom of pool, and float.
4. Roll over from prone float to supine float, from supine to prone.
5. Perform a prone glide with assistance.
6. Perform a prone glide to steps and recover.
7. Perform a prone glide across width of pool and recover.
8. Perform a kick glide across width of pool.
9. Perform a front crawl without breathing; perform a front crawl with breathing.
10. Change direction in the water.

Ideas for modification: Assistive devices should be used as needed. An overhand side stroke may be an appropriate adaptation of the crawl for hemiplegics who have limited use of one body side.

NAME: FOLLOW THE LEADER

Equipment needed: Swimming pool, diving board if possible.

Suggested ages: Eight to twelve years.

Description: A leader is designated who jumps, dives, or falls off the diving board or side of the pool. The entire group then follows, trying to imitate the stunt done by the leader. Once all have had their turn, the next person in line becomes the leader.

Ideas for modification: Any student, even those who need help, can get onto the edge of the pool or the diving board and fall, jump, or dive into the pool. This activity gives all students the opportunity to be leader and the student with disabilities a sense of importance, because it was his or her action that caused the rest of the group to perform as they did.

NAME: BASIC SKILLS

Equipment needed: Swimming pool, towels, flotation devices.

Suggested ages: Eleven to fifteen years.

Description: Instruction should include the following skills:

1. Running dive from board or from edge of pool

2. Safety jump into deep water

3. Crawl stroke, side stroke, elementary back stroke

4. Surface dive, underwater swimming, survival floating

5. Use of watercraft, floating toy, branch, or object to separate victim from rescuer

6. How to treat shock and perform cardiopulmonary resuscitation

Ideas for modification: Skills that can be approximated within the limitations of persons with disabilities should be taught. Through discussion, the teacher and students can discover adaptations for rescue techniques that could be mastered by disabled students.

Note: Your local Red Cross Chapter has certified instructors available to assist with adaptations of these skills for students with handicaps.

NAME: KEEPAWAY

Equipment needed: Swimming pool, rubber ball.

Suggested ages: Eleven to fifteen years.

Description: Two or three people are in the middle of the group that is in a circular formation in the pool. The ball is thrown from one side of the circle to the other while the players in the middle try to get it. The object is to keep the ball away from those in the middle. Once a player in the middle captures the ball, the person who threw it goes in the middle and the person capturing the ball gets to be part of the outer circle.

Ideas for modification: Individuals using flotation devices will have more success on the outer ring of the circle. If they throw the ball that is captured by the students in the middle, a rule may be made allowing another player to volunteer to be in the middle.

NAME: BASIC SKILLS

Equipment needed: Swimming pool.

Suggested ages: Fourteen to nineteen years.

Description: Instruction at this level should include the following:

1. Springboard diving: One-half twist, back somersault, inward-front somersault

2. Protected crawl, side stroke, elementary back stroke, basic crawl, breast stroke, back crawl

3. Senior lifesaving skills (taught by the American Red Cross)

4. Cardiopulmonary resuscitation techniques

5. Knowledge of rules of the road and individual boat handling skills for canoes, rowboats, sailboats, small power boats, water skiing, and skin and scuba diving

6. Safe procedures to be followed in case of capsizing, collisions, or overloading, and rescue techniques from watercraft

Ideas for modification: Skills that can be taught within the limitations of individuals with handicapping conditions should be taught. Life jackets should be worn by all who board a watercraft, especially the handicapped, even if instruction takes place in a swimming pool.

Note: Your local Red Cross Chapter can refer swimming instructors for persons with handicaps. These instructors can help explore ways of adapting skills based on each student's individual limitations.

NAME: WATER BASKETBALL

Equipment needed: Swimming pool, two floating basketball hoops, rubber ball, bathing caps.

Suggested ages: Fourteen to nineteen years.

Description: The class is divided into two teams of any number. One team wears the caps. Play is started in the middle of the pool with a jump ball. The ball is passed from one player to the next until a shot is made. Once a basket is made, the ball is brought out at the end of the pool as in a regular basketball game and play proceeds. The ball must be pushed ahead of the stroking swimmer or passed, not carried, to the other end of the pool.

Ideas for modification: Players needing flotation devices can be placed in front of the basket as a stationary guard so they do not have so much of the pool to cover. If some students need time to rest, players can be rotated into the game and others may sit on the side of the pool and act as referees.

DEVELOPING DANCE AND RHYTHMIC SKILLS

Activities for developing dance and rhythmic skills include the following:

NAME: GO IN AND OUT THE WINDOWS

Equipment needed: Piano or recording of music to "Go in and out the Windows" or students and teacher can sing.

Suggested ages: Four to nine years.

Description: The students stand in a circle, holding their hands up high to form arches (windows). Two or more students stand within the circle. The first stanza is sung, and those in the middle of the circle walk in a zigzag fashion in and out the windows.

First stanza:

Go in and out the windows,
Go in and out the windows,
Go in and out the windows,
As we have done before.

When the second stanza is sung, the students in the middle kneel in front of those whom they have chosen for partners.

Second stanza:

Now kneel before your partner,
Now kneel before your partner,
Now kneel before your partner,
As you have done before.

As the third stanza is sung, the students leave their partners and they wave good-bye. As the last line is sung, they come back to their partners, and the game continues, this time with four students.

Third stanza:

Good-bye, I hate to leave you,
Good-bye, I hate to leave you,
Good-bye, I hate to leave you,
I guess I'll take you, too.

Ideas for modification: Children in wheelchairs can be pushed in and out the windows. Instead of kneeling, they can stand (or sit in their chairs) and the words can be changed to:

"Now sit (stand) before your partner."

NAME: SKIP TO MY LOU

Equipment needed: Piano or recording of music to "Skip to My Lou" or students and teacher can sing.

Suggested ages: Four to nine years.

Description: The students have partners and stand in a double circle, with the girls on the boys' right. Each circle may have 8 to 12 students.

First verse: Boys and girls skip to right around circle until last line of verse. Partners face each other, lock right arms at elbow, and skip around in place.

Chorus: Boys and girls skip around circle side by side in promenade position. Boys are on the inside and girls are on outside of circle. Partners cross arms in front of each other, with the girl's right hand in boy's right hand, and her left hand in his left hand.

Second verse: Boys skip to the center, join hands, and skip to the right until last line of verse. Girls stand and clap hands while boys skip. On last line of verse, boys skip to partners, lock right arms at elbow, and skip around in place.

Chorus: Repeat promenade.

Third verse: Girls skip to the center, join hands, and skip to the right until last line of verse. Boys stand still and clap hands. On last line of verse, girls skip to partners, lock right arms at elbow, and skip around in place.

Chorus: Repeat promenade.

Fourth verse: Boys and girls skip to the right around the circle until the last line of verse. Partners face each other, lock right arms at elbow, and skip around in place.

Chorus: Repeat promenade.

"Skip to My Lou"

Chorus:
Lou, Lou, skip to my Lou,
Lou, Lou, skip to my Lou,
Lou, Lou, skip to my Lou,
Skip to my Lou, my darling.

First verse:
I lost my partner, what will I do?
I lost my partner, what will I do?
I lost my partner, what will I do?
Skip to my Lou, my darling.

Second verse:
Little red wagon, painted blue,
Little red wagon, painted blue,
Little red wagon, painted blue,
Skip to my Lou, my darling.

Chorus: Repeat.

Third verse:
Cows in the meadow, moo, moo, moo,
Cows in the meadow, moo, moo, moo,
Cows in the meadow, moo, moo, moo,
Skip to my Lou, my darling.

Chorus: Repeat.

Fourth verse: I'll get a partner, sweeter than you,
I'll get a partner, sweeter than you,
I'll get a partner, sweeter than you,
Skip to my Lou, my darling.

Chorus: Repeat.

Ideas for modification: Students in wheelchairs may need to be pushed by another student. Students who are visually impaired should maintain contact with their partner's hand so they do not get disoriented. Students having difficulty sequencing the steps may be taught one verse at a time.

NAME: MIME AND MUSIC

Equipment needed: Jump ropes.

Suggested ages: Eight to twelve years.

Description: Divide group into pairs, each having a jump rope. Using the jump rope, practice a tug-of-war with partner, first using very slow, rhythmical movements and then jerky, strong movements. Release the rope, and create 16 counts of movement that feels the same, with partners moving reciprocally as though they still had the rope in their hands. These interpretations may be set to music.

Ideas for modification: Students in wheelchairs may work from the chair or on the floor. Their partners must be sensitive to their limitations and reciprocate with movements so the flow of movement between partners will be balanced. Students who are visually impaired may excel at this type of activity because they can use their kinesthetic sense to know where their partner is.

NAME: ROOTS

Equipment needed: Record player or tape recorder to play "Roots Medley/ Many Rains Ago," Quincy Jones & Orchestra, A & M Records, Sp-4626 (from Roots album), or similar story-based music.

Suggested ages: Eight to twelve years.

Description: A creative dance can be developed based on the theme of black history--slavery, freedom, continued struggle, strength, pride, family strength, and unity as a people. This can be done in conjunction with study in the classroom, current events, or other bases. The students and teacher should discuss each segment of the medley in regard to what each depicts or means. The types of movements that would be appropriate should be discussed; i.e., slavery would suggest low-level movements or slow, sustained, weak movements, whereas strength and pride would suggest high-level movements or strong, percussive movements.

Ideas for modification: Students in wheelchairs could move with the music by using upper limbs and trunk. Students with learning handicaps or communication disorders may have difficulty associating the type of movement to go with the music, and may need to be shown some examples of movements that go with the music (and the story) and then some that do not.

NAME: JAZZ

Equipment needed: Record player or tape recorder to play jazz music.

Suggested ages: Eleven to fifteen years.

Description: Demonstrate, or have student demonstrate, three jazz movements with foundations in classical ballet and set them to music.

NAME: EXPLORING SPACE

Equipment needed: Music and ample space to move.

Suggested ages: Eleven to fifteen years.

Description: Define parameters of space that is to be used in a one-minute dance composed by each student. Parameters could include:

1. Move to all four corners of the room sometime in the dance.

2. Use high-level and low-level movements.

3. Cross through the middle of the room at least twice.

4. Move in a circle at least once.

These parameters may be printed and handed out to students or written on a chalkboard as a guide for the students as they develop their compositions.

Ideas for modification: This kind of movement is so free and open, little modification is needed. Students who are visually impaired may need some guidance to move from one part of the room to another. This can be done by having someone learn the visually impaired students' dance and beat a drum or clap in the corner when it is time to move.

NAME: ART COMES TO SCHOOL

Equipment needed: Music and ample space to move.

Suggested ages: Fourteen to nineteen years.

Description: Give the students the assignment of going to an art exhibit, selecting one work, such as a painting, sculpture, or other piece, and choreographing a one-minute study on the work that is chosen. Some background on the work and artist should be reported before the performance of the dance. Students may then discuss the dance's qualities of movement, how those relate to the medium of the art piece, and so forth.

Ideas for modification: Students who are visually impaired should be encouraged to find a piece of sculpture, pottery, or other object of art that they can feel. Perhaps the teacher can locate a place where this would be possible, because museums and other displays seldom let visitors touch the works.

NAME: CHOREOGRAPHY

Equipment needed: Music and ample space for movement.

Suggested ages: Fourteen to nineteen years.

Description: Allow students to group themselves in groups of three to five. Assign a choreographic project to include a theme, accompaniment, costume designs, and rehearsal schedules. Set a performance date for three weeks hence and hold a class concert. Perhaps the best of each class could be selected for a schoolwide concert to perform for the student body and parents.

Ideas for modification: Choreography is the easiest way to include students with handicaps because the dance movements can be designed around each dancer's capabilities. This exercise will give all students the opportunity to solve problems with the individual with exceptional needs and to help each work to his or her potential.

DEVELOPING SKILLS FOR GAMES AND SPORTS

Activities for developing game and sport skills include the following:

NAME: LINE BALL

Equipment needed: Playing field and ten-inch playground ball.

Suggested ages: Four to nine years.

Description: The students are divided into two teams, with ten to 12 on a team. One team, the batters, stand in a line behind home base. The other team, the fielders, stand in the play area in front of one of the batters, about 15 feet away. The batter bats or kicks the ball toward the fielders and then runs to a base 25 feet from the home base and returns. The fielders try to catch the ball. When a fielder catches the ball, he or she stands still and the other fielders form a line behind him or her. If the batter returns home before the fielders form their line, a run is scored. If the fielders form a line before the runner returns home, the runner is out. When three outs are made, the teams change places. The team with the highest score wins the game. The teacher or one of the group serves as an umpire and makes the decision as to whether an out or a run has been made.

Ideas for modification: Students with limited ambulation may be placed in the middle of the field, and the rules may be changed so that when a ball is fielded, it is thrown to the student with limited ambulation, and then all players line up behind him or her. Students who are visually impaired may have a partner catch any balls that come to him or her or lead them to line up. If the ball is brightly colored, some students who are visually impaired will not need any help at all. When batting, some students may need to have a runner substituted for them.

NAME: CIRCLE RELAY

Equipment needed: One basketball for every six players and ample space.

Suggested ages: Four to nine years.

Description: The players are divided into groups of six or eight. Each group stands in a circle about ten feet in diameter, with one player in the center of each circle. The players in the circle move by slowly running around the circle. The center passes the ball immediately to any moving circle player. The player receiving the ball immediately passes it back to the center player. After the center player has made five or six passes, he or she chooses someone to take his or her place. The game may be varied by the use of different passes.

Ideas for modification: Students with ambulation problems who would have difficulty moving and catching the ball at the same time should be placed in a stationary position, and the players in the circle move around them. These students could also be in the center. For students who are visually impaired, a bounce pass would work best, as the sound of the ball hitting the floor would cue them to prepare to catch it.

NAME: PRISONER

Equipment needed: Large playing area.

Suggested ages: Eight to twelve years.

Description: The play space, 100 feet long, is divided by a center line. At both ends of the play space, a small base or prison is marked. The players are divided into two teams and are placed on each side of the center line. On a starting signal, each team runs into the other team's field and tries to reach the team's prison. If a player succeeds in reaching the opponent's prison when it is empty, a point is scored. If players are tagged, they become prisoners and are placed in the prison, staying there until rescued by a teammate. Any teammate can rescue a prisoner if he or she runs to the prison without being tagged by an opponent. At the end of the playing time, the team that has the most prisoners and the most points made by runners reaching the prison when the prison was without prisoners is the winner.

Ideas for modification: Students with ambulation problems may be placed in the running area or near the prison and attempt to tag runners as they come by. A rule can be set requiring that these students be tagged below the waist or on the hand. Students who are visually impaired may be paired with sighted students. Students needing to rest may do so periodically.

NAME: SHUTTLE BASKETBALL RELAY

Equipment needed: Enough basketballs for every six players.

Suggested ages: Eight to twelve years.

Description: The players are divided into lines of four to six. They stand in line formation, one behind the other, facing another line of an equal number of players. The leader of one line is about ten feet away from the leader of the other line. The leader of one line passes a ball to the leader of the other line. As soon as the leader of the first line passes the ball, he or she goes to the end of the opposite line, and the game continues until both leaders are back in their original positions. The team finishing first is the winner. The relay can be varied with different passes, such as bounce pass, one-handed pass, chest pass, and so on.

NAME: GYMNASTICS APPARATUS

Equipment needed: Balance beams, parallel bars, side horse, pommel horse, vaulting horse, high bar, or any combination.

Suggested ages: Eleven to fifteen years.

Description: As boys and girls begin to mature, their muscular strength increases so that they can support their body weight by using their arms. Work on various pieces of equipment helps develop poise and confidence in students at a difficult time in their lives.

Ideas for modification: Students with lower limb involvement often can do very well in arm-supported activities if they have some hip-flexor strength. Students who are totally blind can do very well using equipment in which they maintain contact throughout the exercise, such as parallel bars, pommel horse, side horse, or high bar.

NAME: BASKETBALL

Equipment needed: Basketball courts to accommodate ten players per court and at least one ball per court.

Suggested ages: Eleven to fifteen years.

Description: Regulation basketball with five players on a team can be vigorous enough to have fitness values as well as to teach skills for sports. Teams should have an equal number of girls and boys as much as possible.

Ideas for modification: Students with ambulation problems may be placed under the basket as a stationary guard or forward. A rule should be made requiring that a bounce pass be made to students who are visually impaired to prepare them for catching it. Students with two crutches may be allowed to dribble the ball soccer style or with their crutches, and guards should be required to stay three feet away when guarding. Players needing to rest should be substituted for about every five minutes.

NAME: SOFTBALL

Equipment needed: Softball diamonds, bats, gloves, balls, catcher's mask, chest protector.

Suggested ages: Fourteen to nineteen years.

Description: Softball playing areas should be adequate to accommodate no more than 20 players per field. Softball is a mildly stressful sport, so more players than this could create boredom.

Ideas for modification: Students with limited ambulation, vision, or reaction time may be placed in less active positions such as right field or first base. Partners can be placed with any of those students who retrieve the ball and when convenient, allow the player who is disabled to throw it in. Four fielders (including a short center) would help reduce the playing area over which each fielder is responsible. Substitute runners may be used when these players are at bat.

NAME: VOLLEYBALL

Equipment needed: Enough volleyball courts for every 12 to 14 students and at least two volleyballs per court.

Suggested ages: Fourteen to nineteen years.

Description: Volleyball is a popular activity and one easily modified to accommodate the person with a handicapping condition.

Ideas for modification: Students who cannot jump should play in the back row, and students with ambulation problems could play in the front row where balls are sent to them, thus not requiring much movement by the students. Students who are visually impaired can serve and then rotate out of the game. Students needing to rest can rotate out with students who are visually impaired or physically handicapped. White balls are more easily tracked by the visually impaired and those having visual tracking difficulties. Rules will need modification, based on what modifications are made to the game.

Note: The activities presented in the two preceding sections are found in the Physical Education Framework for California Public Schools (Sacramento: 1973). These activities are offered as samples of the type of activities that could be presented to in-service groups and are not intended to provide an entire curriculum for teachers to use in developing programs. Module IV includes a bibliography of books having curricular guidelines and activity ideas to which trainees should be referred. In the 1985 revision of this manual, Section C was added to this module (beginning on page III-77). It should provide the trainer with additional types of activities that may be requested in an in-depth activity workshop. Field experts are also available through the Special Education Resource Network (SERN) to supplement the materials in this manual.

SUGGESTED OUTLINE FOR TRAINING

A. Introduction

1. Administer pretest on types of activities to be included in physical education programs for students with exceptional needs in mainstream program.

2. Review test; give answers.

B. Considerations for planning the program:

1. Placement of the individual in the activity

2. Time of participation

3. Use of substitution and combining players

4. The adaptation of skills to accommodate mechanical limitation of students

5. Modifications of equipment and facility

6. Modifications in rules

C. Discussion of types of activities itemized in legislative mandate

1. Activities to develop fundamental motor patterns

2. Activities to develop motor skills

3. Activities to develop physical fitness

4. Activities to develop aquatic skills

5. Activities to develop dance and rhythm skills

6. Activities to develop game and sport skills

D. Summary

1. Summarize consideration for planning the program.

2. Analyze activities based on unique needs presented by trainees.

3. Select learning activities.

4. Administer post-test.

5. Distribute handouts.

LEARNING ACTIVITIES

The following learning activities include exercises to be used during the training session and assignments for trainees to do outside the training session.

EXERCISES TO BE USED DURING THE TRAINING SESSION

1. FIND MY STRENGTHS. Select two volunteers who have students with exceptional needs in their classes. Have each of the volunteers demonstrate some of the atypical motor patterns and skills of these students. Ask the trainees to match these students' strengths with an activity and a specific role in that activity. Then, have the trainees modify the activity by using the principles presented in this module. Allow time for discussion.

   Total time for learning activity: 30 minutes

2. YOUR TURN. Put one trainee in a wheelchair (or regular chair) and blindfold another trainee with a transparent scarf (nylon, rayon, and so on). Have the class plan a tag game, a ball game, and a rhythmic activity, and incorporate these "students" into the activity using the principles presented in this module. Allow enough time for the activity so that several trainees can experience being "handicapped." Discuss the feelings experienced by all of the participants.

   Time for activities: 30 minutes

   Discussion: 15 minutes

   Total time for learning activity: 45 minutes

ASSIGNMENTS FOR TRAINEES TO DO OUTSIDE OF THE TRAINING SESSION

1. Take an activity from this in-service training back to your class and try it. Write a report not longer than one page on the results. Answer questions such as: What went right? What went wrong? What other modifications were needed? Mail the report to your trainer.

   Total time for learning activity: 5 minutes to make assignment

2. Using only the principles presented in this training session, list those most likely to be needed for students in your class. Keep this list handy; and after one week recheck the list to see if all of the principles were needed.

   Total time for learning activity: 5 minutes to make assignment

PRETEST

Physical Education Activities

The Mainstream

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. Describe at least three ways in which physical activities can be modified to accommodate a student with exceptional needs in a regular class.

   a.

   b.

   c.

2. Describe a modification that may be needed for integrating students who have visual impairments into a regular class.

3. List three impairments that are likely to need some activity/equipment modification for students with these impairments to be integrated into a regular class.

   a.

   b.

   c.

PRETEST ANSWERS

Physical Education Activities

The Mainstream

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. Describe at least three ways in which physical activities can be modified to accommodate a student with exceptional needs in a regular class.

   a. Placement of the individual in the activity

   b. Modification of rules

   c. Modification of time of participation

   d. Adaption of the skills

   e. Use of substitutions

   f. Modification of equipment/facility

2. Describe a modification that may be needed for integrating students who have visual impairments into a regular class.

   Use brightly colored objects; auditory cues; keep equipment the same each time.

3. List three impairments that are likely to need some activity/equipment modification for students with these disabilities to be integrated into a regular class.

   a. Visual impairments

   b. Physical impairments

   c. Auditory/language impairments

POST-TEST

Physical Education Activities

The Mainstream

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. List six principles for modifying physical activities for students with exceptional needs in the regular class.

   a. d.

   b. e.

   c. f.

2. Describe one possible modification for each of the disabilities listed below for the child who is:

   a. Asthmatic

   b. Paraplegic

   c. Visually impaired

   d. Afflicted with Osgood Schlatter's disease

3. Describe three students you currently have or have had in class and the modifications most appropriate for them:

   a.

   b.

   c.

POST-TEST ANSWERS

Physical Education Activities

The Mainstream

NAME: _____ POSITION: _____

LOCATION OF TRAINING: _____ DATE: _____

1. List six principles for modifying physical activities for students with exceptional needs in the regular class.

   a. Placement of the individual in the activity

   b. Modification of rules

   c. Modification of time of participation

   d. Adaption of the skills

   e. Use of substitutions

   f. Modification of equipment/facility

2. Describe one possible modification for each of the disabilities listed below for the child who is:

   a. Asthmatic: Place in less vigorous position; limit time of participation.

   b. Paraplegic: Place in less vigorous position; adapt skills; modify rules.

   c. Visually impaired: Modify equipment/facility.

   d. Afflicted with Osgood Schlatter's disease: Place in less vigorous position; limit time.

3. Describe three students you currently have or have had in class and the modifications most appropriate for them:

   a.

   b.

   c.

   Adapted physical education (APE) trainer would check appropriateness of answers.

Considerations For Program Planning in Integrated Programs

* Placement
* Time Of Participation
* Substitution
* Adapting Skills
* Equipment / Facility Modification
* Rule Modification

SELECTED REFERENCES

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SECTION III-C
SUPPLEMENTAL ACTIVITIES FOR SECONDARY STUDENTS

Secondary school curricula vary widely depending on facilities, personnel, and graduation requirements. Many departments of physical education are committed to teaching lifetime sports, fitness concepts, and utilization of community facilities for leisure-time activities. This section, which is formatted differently from the previous two in this module, is intended to provide some activity ideas that can be incorporated into a regular junior or senior high school curriculum. Obviously, the availability of facilities, equipment, and community resources will influence the accessibility to some activities. Furthermore, this is not intended to be an exhaustive coverage of activities. But, when used in concert with the previous two sections of this module, this section should provide a wide variety from which to choose and an adequate springboard for program ideas.

NAME: AEROBIC ACTIVITIES

Aerobic activities have become very popular in recent years, starting with the jogging boom and awareness of the need for continued vigorous activity to maintain fitness and wellness. The original impetus was given by the publication of Aerobics by Dr. Kenneth Cooper and the scientific study he did on the impact of jogging on the health and wellness of cardiac patients at his Aerobic Fitness Center in Dallas. More recent discussion of the effects of jogging has revealed that in addition to the cardiorespiratory values of jogging, there are often some negative effects of bone and joint injury in some individuals. Jogging, clearly, is not for everyone.

In the late seventies a new form of aerobic activity emerged, one that is set to music. This form, known as aerobic dance, jazzercise, and jazz exercise, has acquired such popularity that people refer to it casually as if there are specific skills or patterns that one would expect to acquire while participating. One might say, "I am taking an aerobics class," assuming the listeners could picture the activity as easily as they would picture skills learned in a basketball class or a volleyball class.

However, the term aerobic is a state of existence as opposed to a set of skills or techniques. Strictly defined, aerobic means "requiring oxygen for life." Thus, aerobic activities can include any number of activities in which a continuous supply of oxygen is required to sustain the activity. Therefore, jogging and aerobic dance are only two of many activities that can have aerobic value for the participant.

For an activity to have aerobic value, the heart must beat at 60 percent to 85 percent of its recommended exercise maximum. This value is called the Target Heart Rate (THR). (The literature on THR varies as to the exact percentage, so 70 percent will be used for our purposes.) This percentage of recommended exercise maximum has been demonstrated, through research, to provide sufficient stress on the healthy heart, to increase its efficiency, and contribute to a healthier organism. To calculate the maximum heart rate, use the following formula:

Maximum HR for males = 220 - age
Maximum HR for females = 200 - age

This value is then multiplied by 70 percent to determine the THR. Thus, the THR for a fifteen-year-old boy and girl would be calculated as follows:

220 - 15 = 205 x .70 = 143.5
200 - 15 = 185 x .70 = 129.5

Thus, the boy should exercise at a level sufficient to elevate his heart rate to at least 143, but not more than 205 beats per minute. The girl should exceed 129 beats per minute, but not more than 185. This level must be maintained for at least 20 minutes and preferably 30 minutes at least three times per week.

Measuring heart rates during exercise is very difficult without expensive telemetry equipment. Each student should be taught how to measure his or her own heart rate (pulse) either on the inside of the wrist or at the carotid artery on the neck next to the throat. Then, determine what the THR should be for ten seconds by dividing the THR by 6. In our examples above, the boy's THR for ten seconds would be 23 and the girl's, 21 beats in ten seconds. Then, have the students do the activity for three to five minutes, stop, and find their pulse immediately while you time them for ten seconds. If they have exceeded their THR for that ten-second period, they are exercising vigorously enough to derive aerobic benefits from the activity. If not, they must increase the vigorousness. Given this procedure, most secondary-aged students can monitor their level of activity both in and outside of class and determine whether or not the activity they are doing is contributing to their fitness development.

The principle underlying increased aerobic capacity or fitness is the overload principle. The objective is to exercise to a level that stresses the heart so that the THR is exceeded for 20 to 30 minutes at each exercise session. This does not mean that the activity is carried on continuously for that time period, but eventually, that is the goal. With a well-monitored program that balances exercise with rest, the heart rate will remain above the target, even during the rest intervals. At first, depending on the beginning level of fitness, only short bouts of activity of one to two minutes can be sustained, with rest periods in between. During the rest periods the heart rate should be monitored, and the activity should begin again, either according to a predetermined rest interval or when the heart rate drops below the THR. As the participant's fitness improves, he or she can achieve the objective by increasing the length of each activity bout and decreasing the rest intervals until 20 or 30 minutes of continuous activity can be enjoyed. This level can then be maintained by participating in the activity two to three times weekly for 30 minutes or more.

Below are some activities typically used for aerobic benefit. A suggested starting level for each and a progression are included to demonstrate the application of the overload principle. Certainly, days and perhaps weeks should pass before moving on to the next level in each progression. Teachers of physical education should be familiar with the principles involved in developing a progressive fitness program. For additional assistance, numerous resource books are available in college and commercial bookstores, or any professional may contact the CAHPERD office for names of people in your area who could assist.

CYCLING

Cycle 3 min. at THR, rest 1 min. (6 times)

Cycle 5 min. at THR, cycle easy 1 min. (7 times)

Cycle 8 min. at THR, cycle easy 1 min. (3 times), cycle 10 min. at THR (1 time)

Cycle 12 min. at THR, cycle easy 1 min. (1 time), cycle 14 min. at THR, cycle easy 1 min. (2 times)

DANCE

Use actual dance movements or pantomime daily activities:

Dance 5 min. at THR, rest 1 min. (6 times)

Dance 10 min. at THR, rest 1 min. (3 times), dance 5 min. (1 time)

Dance 15 min. at THR, dance easy 1 min. (2 times), dance 15 min.

ROPE JUMPING

Jump 45 sec. at THR, rest 30 sec. (6 times)

Jump 1 min. at THR, rest 30 sec. (6 times)

Jump 2 min. at THR, rest 1 min. (3 times), jump 3 min., rest 1 min. (2 times)

Jump 5 min. at THR, rest 1 min. (3 times), jump 5 min. (1 time)

ROWING

Row 3 min. at THR, rest 1 min. (6 times)

Row 5 min. at THR, row easy 1 min. (8 times)

Row 8 min. at THR, row easy 1 min. (2 times), row 10 min. at THR (2 times)

Row 14 min. at THR, row easy 1 min. (1 time), row 16 min. at THR, row easy 1 min. (1 time)

RUNNING

Run 440 yds. at slow pace (but fast enough to reach THR), walk 220 yds. (3 times)

Run 440 yds. at moderate pace, walk 220 yds. (check THR) (3 times)

Run 440 yds. at moderate pace, walk 110 yds., run 220 yds., walk 110 yds. (check THR) (4 times)

SWIMMING

Swim 3 min. at THR at slow pace, rest 1 min. (6 times)

Swim 5 min. at THR at slow pace, swim easy 1 min. (7 times)

Swim 8 min. at THR at moderate pace, rest 1 min. (6 times)

Swim 10 min. at THR at moderate pace, swim easy 1 min. (7 times)

Ideas for modification: Students with exceptional needs should be encouraged to do as much as possible in any aerobic activity. Teachers should be familiar enough with each student's disability to know whether or not a physician's recommendation is needed for stressful activities. Some students with cardiac disorders are self-limiting and should be given permission to rest when they feel the need. Physicians may recommend a heart rate they do not want the students to exceed, in which case these students can monitor their heart rates as the other students and curtail activity when that limit is reached. Students with visual disorders may use a buddy or a guide wire for running or swimming. Stationary cycling, dancing, rope jumping, and rowing usually present no problems for these students. Students on crutches or in walkers or wheelchairs may monitor their heart rates just as any other student. They will very likely walk, wheel, run, swim, or cycle at a much slower pace than nondisabled students, but it is their individual heart rate that is important to their development. For further suggested modifications, see discussion of these same activities in the preceding sections of this module. See also Aerobic Dance, Jump Rope for Heart, Jogging, Aerobic Swimming, Soccer, Jazz, Par Course, and Physical Conditioning in the two previous sections of this module.

NAME: ACTIVITIES IN THE COMMUNITY

In the communities surrounding secondary school campuses, many opportunities exist that can be utilized to supplement and enrich the school's curriculum. Facilities for physical activities and sites for leisure and cultural activities can be integrated with physical education offerings. Some of these commercial facilities have little or no business during school hours and will offer their use to the school's organized programs at reduced or no cost. Bowling, billiard, miniature golf, and ice skating facilities sometimes have instructors on hand to assist the customers or to provide the instruction. Although physical educators have been trained to simulate some of these activities in the gym with lead-up games or alternate equipment, using the actual facility available to students during nonschool hours provides a more realistic setting in which to teach appropriate behavior and etiquette of the game. (Because many of these facilities provide settings for individual as opposed to the team's activities, integrating a student with exceptional needs is easier as he or she is more able to learn at his or her own pace.) These activities also tend to be the type participated in by families, thus giving all students skills that may be applied when families recreate together.

Below are some suggestions of activities that could typically be used to supplement the secondary school curriculum. If facilities are within walking distance of the campus with a reasonable time left for activity, most proprietors would welcome the business and may agree to reduced rates for the class.

BOWLING

Bowling is one of the easiest sports for integrating all levels of students with handicaps, because it is an individual sport and many assistive devices are available. Students should be placed three or four on a lane so that they do not have to wait long between turns. Disabled students needing assistance can get it from a buddy who will help them carry the ball to the foul line, roll it down the lane, or push it from a stationary position. Blind students can be given guidance with a commercially available handrail that stands on the approach, or a chair can be placed at the foul line for them to hold onto to get their position and direction. Blind students would need to be told what pins are standing after rolling the first ball, but they can become very competent at using their kinesthetic awareness to feel how to roll the ball. For students in wheelchairs, commercially made or homemade lap ramps can be used if they lack the strength to swing the ball from a sitting position. After the ball is placed on the part of the ramp that rests on the lap, they aim the ramp at the pins and then push it toward the pins. Students with adequate upper body strength can remove the arm from their wheelchair and swing the ball next to their chair, releasing it in the usual fashion. Bowling also provides the opportunity for reinforcing mathematics skills and encouraging students to strive for their personal best rather than competing against one another, which can be very threatening.

ICE SKATING

Many ice skating facilities have instructors on hand to provide instruction at minimal or no cost to the student. This is a good activity for encouraging use of balance and allows students to progress at their own pace. Walkers can be taken on the ice and can be used for students with ambulation problems. Blind students can learn to skate arm-in-arm with a buddy and may excel in this activity with an increased kinesthetic awareness. Deaf students may have some difficulty if their deafness is the result of inner ear damage, but could use a walker or skate with a buddy until they learn to compensate.

MINIATURE GOLF

Miniature golf is a favorite family activity, especially in the summer. This activity would be the most restrictive for students with appliances (braces, crutches, walkers, and wheelchairs) because of the often narrow and tricky passageways on the course. However, one can modify the game on most courses so that disabled students play with a partner and take the shots that are most accessible while

their partner shoots those that involve tricky footing. These commercial courses are often fun and attractive to adolescents, with built-in motivation to participate. Blind students could be positioned by using a long rod or stick that is lined up between their toes and the target. They would have to be told the distance to hit the ball and then learn, through practice, what force needs to be used to hit the ball that far, just like any other player.

POOL/BILLIARDS

Although many pool tables are found in bars, which are certainly not the type of facility educators would encourage students to frequent, many communities have billiard centers, and many homes with pool or bumper pool tables are available. Nearly all students could enjoy playing pool, as it is a very quiet game, requiring little movement.

Students in wheelchairs can easily adapt the stroke of the cue stick from a seated position. Students using crutches or walkers could be allowed to sit in a regular chair if leaning against the table is still too unsteady. Blind students would need a buddy to help them position the cue stick and be told how hard to hit the ball, but for the most part, all can play with some degree of success.

VIDEO GAMES

Much debate still continues regarding the virtues and evils of video games, but as long as they are available, the youth will play them. On the surface, it appears that the games challenge reaction time, directionality, and ocular control, reasons that may be sufficient to justify incorporating them into a program, at least as a special treat for students. Some units are small enough that they can be brought to school and interfaced with television or computer monitors. Many arcade-type games are now available on diskettes, cassettes, or cartridges and can be played right on the school campus. Game-like educational software is also available through public domain or commercial sources. The software includes one-on-one basketball, baseball, golf, and tennis (the game Pong was one of the first fashioned for home video). Video arcade proprietors would probably appreciate having an orderly, supervised group during "off" hours and may provide low-cost play. Blind students would probably be excluded from this activity; however, numerous designs for remote controls for physically limited persons are available, making the games accessible to everyone. KY (Ken Yanklevitz) Enterprises in Long Beach designs one-hand, head, tongue, and foot controls for the severely limited, allowing them to participate on a par with able-bodied students.

These suggestions are only a few of the ways of enriching the secondary curriculum by using community resources. Other activities having similar capabilities, including golf, art, cycling, hiking, jogging, jump rope for heart, par course, and roller skating, can be found in the preceding sections of this module.

NAME: LIFETIME ACTIVITIES

In addition to several sports covered in previous sections of this module, activities of a recreational or less vigorous nature tend to be popular well into the later years of life in our culture. Skills for these activities can be taught in the schools or offered as alternative activities for students with special needs during more vigorous instructional units when their full participation is contraindicated. The geographical location and availability of equipment may dictate the desirability of the activities that follow. Again, the reader is reminded that this is not intended to be an exhaustive list of activities having value for a lifetime of participation, but merely a springboard for ideas that can be expanded by the creative physical educator.

ANGLING

Fishing of all types can be participated in by nearly anyone having the interest and availability of equipment. Flycasting has been a part of adapted physical education since its inception as medical gymnastics. Many spots are available for this type of fishing because even city park lagoons in California are often stocked with fish that are surface feeders and would go after a well-placed lure. Students can bring their rods and reels from home, or they can be provided by the school's physical education department or obtained through donations from community service clubs. A great deal of fine motor exercise can be had by learning to tie flies. Casting for accuracy can be practiced by using old tires or hula hoops for targets. For students whose life consists of a great deal of leisure time, this sport can become a favorite. Baitcasting, spincasting, and trolling are a little more difficult to simulate in a physical education class, but students practicing with their own tackle can learn to place their cast with accuracy and enjoy the competition of trying to get closer to the target than anyone else.

ARCHERY

Archery is quite popular in California secondary schools because many of them have sufficient equipment and outdoor space for the sport. Students in wheelchairs can shoot from their chairs and others with ambulation problems can sit in a straight-backed chair for stability. Blind students can be taught to position themselves by using a board nailed into the ground against which their toes are placed for proper alignment (toe board). A more sophisticated device, a tripod with three prongs protruding horizontally from the top, can be used for the archer to place the back of his or her bow hand against. This allows for more accurate aiming and, with the help of a spotter, it can be adjusted after each shot to zero into the bull's-eye. Students with low fitness and other forms of muscular weakness can use lightweight bows and shoot at targets that are closer than the other targets. The important factor in teaching a successful archery unit is ensuring that all students learn and practice proper safety procedures. Field archery ranges are available in some communities. Such ranges provide an interesting dimension to the sport and a chance to combine hiking with shooting in a pleasant setting.

DARTS

Like archery, darts require strict adherence to safety rules. Although darts do not require as large a space as many other activities, they do require a specially designed area with ample backboard space to absorb darts that miss the target. Preferably, the backboard should have a softer surface at its base so the darts do not get blunted when falling to the ground, and adequate supervision should be provided so others are not tempted to walk through the throwing area. Blind students would probably be excluded from this game unless a creative physical educator invents a design for an elbow guide to orient the student to the line of the throw. With so much movement in the forearm, it would be difficult to throw with much accuracy by using the usual sound devices that provide for direction only. No such device is known to this author. Other students can participate easily because darts is a very sedentary game and one that is challenging to even the most skilled. Dart clubs and tournaments are common in the western states and would provide a good social outlet for students to acquire some skill.

GOLF

Several golf-type activities are described in previous sections of this module, but the actual game of golf is one students can enjoy a lifetime. Equipment is expensive, but once the initial investment has been made, it lasts longer than most implements used in a physical education program. This would be another program that local service groups could support if you solicit their donations of old and unused clubs. Students in wheelchairs and walkers can hit the ball successfully using a half or three-quarters swing. Students who can maintain balance with one crutch can swing with the other arm and achieve a fair amount of success. Blind students can be given direction by using a toe board, and they have the potential for becoming very good golfers. (Note: The National Blind Golfers Association requires that candidates shoot under 120 to become a member!) For maximum use of instructional time, students can be placed, facing one another, in two lines and hit practice balls back and forth to each other. This game is an equalizer, also, for those with ambulation problems. Cerebral palsied students should be separated partially at the end of the line with no partner if they still have a residual grasp reflex. Or, an elastic bandage can be wrapped around their hands and the grip to prevent the club from flying out of their hands inadvertently.

PING-PONG

Ping-Pong or table tennis has been a very popular activity in adapted physical education since the modern era of incorporating sport into the program, which began following World War II. Students that use wheelchairs, crutches, or walkers can play very proficiently because not much movement is required. Blind students could achieve some success with an oversized paddle, because the sound of the ball hitting the table will give a clue as to its location. An elevated

basket of balls (such as a gymnastics chalk basket) should be placed at one end of the table so balls going off the table out of range can be collected later. An aquarium fish net with a two- to three-foot handle can be used to retrieve balls that die at the net.

For more active play, a game called Round Robin is excellent for involving more than four players at a time. Students play by surrounding the table. The ball is put into play by one player who serves and then lays the paddle down on the table and moves counterclockwise to the next position. The opponent in the receiving position returns the ball to the person at the server's left who has just moved into position and picked up the paddle. Play continues with each player moving counterclockwise into position and hitting the ball once until the ball is missed. Any number of misses can constitute elimination of a player from the game or a point system can be developed and play can continue with all players for a specified time period. If elimination of players is used, then players left at the end must run faster until only two are left who play off for the winner. If points are awarded (or deducted), at the end of the time period, the two players with the most favorable point values would play off. Given enough paddles, all players can carry their own paddle, making the game a little less complicated and requiring one less skill (picking up and positioning the paddle).

ROLLER SKATING

Roller skating has enjoyed an unusual history of popularity. It has progressed from being considered a children's activity to its current status among active young adults to being enjoyed by senior citizens. It has great potential for lifetime participation, because one never forgets how to skate. It also has potential as an aerobic activity if participated in using the overload principle (see the section on aerobics). It does require unique equipment, but adjustable skates can be purchased to fit over the sole of the students' own shoes. The more desirable shoe skates can be acquired over time with the help of parental and community groups. Some students may even have their own skates that they could bring to school. Students in wheelchairs can wear skates and be pushed by another skater who may actually need support of the wheelchair to maintain their own balance. This activity could even be remedial for cerebral palsied students, in that they would have to concentrate on keeping their feet from inverting--a common problem as they get older. While students are learning to roller skate, it is best to spot them from the side, holding onto their belt in the back, as any position from the front or rear will likely result in bruised shins for the spotter. The spotters should not wear skates unless they are very competent skaters themselves. As an aerobic activity, interesting courses can be set up around the campus to create the sense of an outing. As skaters become more competent, turns, jumps, and other fancy moves can be incorporated.

Additional activities having value for a lifetime include badminton, cycling, hiking, jogging, paddle tennis, swimming, and tennis and are discussed elsewhere in this module.

NAME: PERSONAL DEVELOPMENT

In recent years secondary school curricula have gradually incorporated topics requiring physical skills and body awareness that have a single goal--to enhance one's quality of life. These are often not activities one engages in for recreation and pleasure in the traditional sense, but activities and skills that have value to each individual for enhancing his or her existence. Two of these are discussed below, with suggestions for embellishing on them as the students' interests and instructors' knowledge dictates.

RELAXATION

Two relaxation techniques have been used successfully in secondary schools: conscious relaxation and mental imagery. Each of them has the potential to assist the student in achieving a relaxed state in nearly any context. One method may work better for some students than the other, but practice will help answer that question for each. To give either method a fair chance, it should be practiced at least twice a day.

CONSCIOUS RELAXATION. This is a method of creating tension in specific muscle groups (muscle contraction), then releasing that tension (muscle extension) to achieve relaxation. It is done systematically by isolating body parts one at a time. It is not uncommon for cerebral palsied and hyperactive students to experience tension so frequently that they do not know the difference between tension and relaxation. Thus, their muscles are contracted constantly, creating muscle soreness and fatigue. For retarded students, using a tennis ball or chalkboard eraser to squeeze provides a more concrete example of what contracting muscle groups really means.

MENTAL IMAGERY. This method allows one to picture a pleasant scene and then put oneself in that scene. The scene may be something the student has seen before that was very comfortable and relaxing, or it could be a picture of a mountain trail or similar restful place presented by the teacher. The student must be very much in touch with the amount of tension in the muscles to use this method and recognize when full muscular contraction has been achieved.

After learning these techniques, discussion about stress and what causes stress could be included. Yoga is also a popular form of relaxation that could be incorporated, given the right set of circumstances.

SELF-DEFENSE

A curriculum complete with textbook, films, and lesson plans for teaching self-defense in the secondary schools is available. The materials, developed by Mary Conroy and Edward Ritvo, cover strategies, personal safety, tactics, and the handling of dangerous situations. All students, male and female, able-bodied and disabled, have a right

to learn skills and techniques for providing for their own personal safety. Even severely retarded and multihandicapped students can learn ways of staying out of potentially dangerous situations, and many can learn some tactics for protection within the limitations of their disabilities. A recommended reference is Common Sense Self-Defense by Mary Conroy and Edward R. Ritvo (The C. V. Mosby Company, St. Louis, 1977).

Sometimes, students become interested in the martial arts through an introduction of self-defense tactics. Given the opportunity, teachers may be able to share their own interests in this area or find people in the community who would be willing to come in and teach karate, judo, or martial arts. These sports require a great deal of concentration, balance, and body control and could be very motivating for students having an interest in them.

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INDEX TO ACTIVITIES IN MODULE III

A

Activities for developing aquatic skills 22, 56
Activities for developing dance and rhythmic skills 25, 60
Activities for developing fundamental motor patterns 9, 45
Activities for developing game and sport skills 28, 65
Activities for developing motor skills 14, 49
Activities for developing physical fitness 17, 52
Activities in the community 80
see also: golf, art comes to school, cycling, hiking, jogging, jump rope for heart, par course, and roller skating
Aerobic dance 20
Aerobic activities 77
see also: cycling, aerobic dance, jump rope for heart, jogging, swimming, soccer, aerobic swimming, jazz, par course, physical conditioning
Aerobic swimming 55
Angling 83
Archery 83
Art and movement (rhythmic skills) 27
Art comes to school (rhythmic skills) 64

B

Badminton 30
Basketball 67
Basketball golf 47
Bending and swaying (rhythmic skills) 26
Black bottom (volleyball) 48
Bowling 81

C

Call ball 49
Choreography 65
Circle kick 49
Circle relay 66
Creative movement 26
Cycling 20, 79

D

Dance 79
Darts 84
Dodgeball 14
Dueling banjos (rhythmic skills) 25

E

Emotions (rhythmic skills) 27
European handball (team) 16
Exploring space (rhythmic skills) 64

F

Field hockey 29
Follow the leader (aquatics) 58
Football (bull's-eye) 51
Frisbee® baseball 29
Frisbee® golf 52
Frisbee® stretch 15

G

Getting to know you (preswimming) 22
Go in and out the windows 60
Golf 30, 84
Grecian flurry (relay) 50
Gymnastics 12
Gymnastics apparatus 67

H

Hiking 55
Horse (basketball) 16
Horse's tail (throwing-tag) 46

I

Ice skating 81
Inner tube tag (aquatics) 23

J

Jazz 64
Jogging 53
Jump and catch (aquatics) 24
Jump rope for heart 18
Jump rope relay 54

K

Keepaway 28, 59
Kick and catch (football) 51
Kickball 15

L

Lifetime activities 83
    see also: badminton, cycling, golf, hiking, jogging, roller skating, paddle tennis, swimming, tennis
Line ball 65
Long base (softball) 46

M

Mainstream, Activities for 40
Marco Polo 14
Mime and music 63
Miniature golf 81

N

Newcomb (volleyball) 47
Numbers exchange 15

O

Obstacle course 9, 48
    see also: par course
Old grannie tippie toe (tag) 45

P

Paddle tennis 17
    see also: tennis
Par course (fitness obstacle course) 18
Partners' theme (rhythmic skills) 27
Pattern relay 10
Personal development (relaxation, self-defense) 86
Physical conditioning 55
    see also: jogging, weight lifting
Ping-pong 84
Pom pom pullaway (tag) 52
Pool/billiards 82
Prisoner (tag) 66
Push and pull (strength development) 17

R

Racquetball 21
Relaxation 86
Roller skating 19, 85
Roots (rhythms) 63
Rope jumping 79
Rowing 79
Rubber band (flexibility development) 53
Running 79

S

See if you can (movement exploration) 9
Self-defense 86
Shuttle basketball relay 66
Skip to my Lou 61
Soccer 12, 54
Softball 67
Special day classes, Activities for 3
Steamboat (aquatics) 23
Submarine (pre-swimming) 22
Supplemental activities for secondary students 77
Swimming 80
    basic skills (beginning) 56
    basic skills (adv. beg.) 57
    basic skills (intermediate) 58
    basic skills (advanced) 59
Synchronized swimming 24

T

Tapestry (rhythmic skills) 25
Tennis 31
Tetherball 28
Touchdown (tag) 50
Track and field 11
Traffic policeman 45
Tug-o-war 51
Twister 10

V

Video games 82
Virginia reel 26
Volleyball 13, 68

W

Water basketball 60
Water polo 24
Water tag 57
Water volleyball 23
Weight lifting 20

Z

Zig-zag basketball 29

RESOURCES

Contents of Module IV

		Page
IV.A.	Annotated Bibliography	
	Trainer's Notes	IV-2
	Annotated Bibliography	IV-3
IV.B.	Institutions Issuing Emphasis Credentials in Adapted Physical Education	
	Trainer's Notes	IV-9
	Institutions Issuing Emphasis Credentials in Adapted Physical Education	IV-10
IV.C.	Organizations	
	Trainer's Notes	IV-11
	Professional Organizations	IV-12
	Sports Governing Organizations	IV-13
	Other Organizations	IV-14
	Appendix A	IV-15
	Appendix B	IV-16

SECTION IV-A
ANNOTATED BIBLIOGRAPHY

TRAINER'S NOTES

This module, unlike the other three in this series, is intended for use only as a resource. The annotated bibliography contains books, articles, and journal articles that can be used as resources by professionals or materials to which others, such as parents, might be referred. Any of the materials in this module may be duplicated and used as handouts in conjunction with any of the modules in this series. None of the usual components found in the other modules, such as objectives, pretests and post-tests, or learning activities, will be found in this module.

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Piaget, J. The Origins of Intelligence. New York: Harper and Row Publications, Inc., 1947.

This is the classic work in empirical findings related to the development of intelligence and the levels of development observed and labelled by Piaget.

Professional Preparation in Adapted Physical Education, Therapeutic Recreation and Corrective Therapy. Prepared by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). Washington, D.C.: AAHPERD, Recreation and Dance, 1976.

This is a resource book that includes definitions of the disciplines, courses of study for the various specializations, and names of colleges and universities in the United States offering programs.

Project May, Your Personal Guide. Prepared by the YMCA of the USA. Longview, Wash.: YMCA of the USA, Special Populations, 1982.

This is a handbook for leaders of programs to prepare staff and facilities for mainstreamed recreational programs.

"Report of the Ad Hoc Committee to Define Deaf and Hard of Hearing." Compiled by the Ad Hoc Committee to Define Deaf and Hard of Hearing. American Annals of the Deaf (1975), 120-150.

This report clearly defines levels of hearing loss by professionals in the field.

Sherrill, C. S. Adapted Physical Education and Recreation: A Multidisciplinary Approach (Second Edition). Dubuque, Iowa: William C. Brown Company, 1981.

This is a comprehensive textbook that discusses etiology, organization of the program, and activities for a variety of handicapping conditions. It is the first real attempt at combining physical education, recreation, and the arts for a more comprehensive service delivery system for the handicapped.

Teaching Adapted Physical Education in the Secondary School. Prepared by the San Diego City Unified School District. San Diego, Calif.: San Diego City Unified School District, 1971.

This book covers considerations needed in planning programs at the secondary level. A curricular guide is included.

Webb, R. C. "Sensory-Motor Training of the Profoundly Retarded," American Journal of Mental Deficiency, Vol. 74 (1969), 283--95.

This is an article on parameters to be considered and ideas of activity for sensory motor training for students who are profoundly retarded.

Webb, W. "Physical Education Class for the Emotionally Disturbed Child," Journal of Health, Physical Education and Recreation, Vol. 43 (1972), 79--81.

This is an article discussing the considerations important in planning programs for students with emotional disturbances.

The Workshop Guide on Mainstreaming. Longview, Wash.: YMCA of the USA, Special Populations, 1983.

This is a guide to setting up workshops for recreation and aquatics staff for in-service training on mainstreaming programs.

SECTION IV-B
INSTITUTIONS ISSUING EMPHASIS CREDENTIALS IN
ADAPTED PHYSICAL EDUCATION

TRAINER'S NOTES

The following is a list of institutions in the state of California that have approved programs leading to the issuance of an Emphasis Credential in Adapted Physical Education. This list is maintained by the Commission on Teacher Credentialing and should be verified with the commission for its currency before using it. It is set up so that it can be used as a handout or a transparency can be made for overhead projection. Date your overhead so its currency can periodically be verified.

INSTITUTIONS ISSUING EMPHASIS CREDENTIALS IN ADAPTED PHYSICAL EDUCATION

California State University System:

Bakersfield
Chico
Fresno
Fullerton
Hayward
Humboldt
Long Beach
Los Angeles
Northridge
Pomona
Sacramento
San Bernardino
San Diego
San Francisco
San Jose
San Luis Obispo
Sonoma

Private Colleges and Universities:

Dominican College, San Rafael
University of the Pacific, Stockton
University of Redlands, Redlands
University of Southern California, Los Angeles

Date: 8-85

SECTION IV-C
ORGANIZATIONS

TRAINER'S NOTES

This section contains names of organizations for professionals, parents, and persons with disabilities. Organizations governing sports (e.g., National Collegiate Athletic Association, NCAA) are the best sources of rules and guidelines. Professional organizations tend to provide a variety of materials, workshops, conferences, and other types of information. Organizations classified here as other organizations address the needs of parents and consumers. They, too, provide the same services as professional organizations relevant to a specific disability.

PROFESSIONAL ORGANIZATIONS

American Alliance for Health, Physical Education, Recreation and Dance
*Therapeutics Council
*Unit on Programs for the Handicapped
*Adapted Physical Education Academy
1900 Association Dr.
Reston, VA 22091

American Corrective Therapy Association
Route 2, Box 199
Jonesboro, TN 37659

American Dance Therapy Association
2000 Century Plaza, Suite 230
Columbia, MD 21044

American Occupational Therapy Association
6000 Executive Blvd., Suite 200
Rockville, MD 20852

American Physical Therapy Association
1156 15th St. N.W.
Washington, DC 20005

American Speech and Hearing Association
9030 Old Georgetown Rd.
Washington, DC 20014

The Association for the Severely Handicapped
1600 W. Armory Way
Seattle, WA 98119

California Association for Health, Physical Education, Recreation and Dance
*Adapted Physical Education Section
401 S. Hartz, Suite 203
Danville, CA 94526

Council for Exceptional Children
*Teacher Education Division
*Division for Children with Learning Disabilities
*Council for Children with Behavioral Disorders
1920 Association Dr.
Reston, VA 22091

National Information Center for Special Education Materials
University of Southern California
University Park
Los Angeles, CA 90007

National Consortium on Physical Education and Recreation for the Handicapped
University of Kentucky
Lexington, KY 40506

National Therapeutic Recreation Society
c/o National Recreation and Park Association
1601 N. Kent St.
Arlington, VA 22209

*Divisions or associations within a larger organization

SPORTS GOVERNING ORGANIZATIONS

American Athletic Association
of the Deaf
3916 Lantern Dr.
Silver Spring, MD 20902

American Blind Bowlers' Association
150 N. Bellaire
Louisville, KY 40206

Blind Outdoor Leisure Development,
Inc.
533 Main
Aspen, CO 81611

Braille Sports Foundation
730 Hennepin Ave., Room 301
Minneapolis, MN 55402

International Council on Therapeutic
Ice Skating
P.O. Box 13
State College, PA 16801

International Sports Organization for
the Disabled and International Stoke-
Mandeville Games Federation
Stoke-Mandeville Spinal Injury
Center
Aylesbury, England

National Association of Sports for
Cerebral Palsy
1 State St.
New Haven, CT 06511

National Beep Baseball Association
3212 Tomahawk
Lawrence, KS 66044

National Handicapped Sports and
Recreation Association
10 Mutual Building
4105 E. Florida
Denver, CO 80222

National Wheelchair Athletic
Association
4024 62nd St.
Woodside, NY 11377

National Wheelchair Basketball
Association
110 Seaton Building
University of Kentucky
Lexington, KY 40506

North American Riding for the
Handicapped Association
Box 100
Ashburn, VA 22011

Ski for Light, Inc.
1455 W. Lake St.
Minneapolis, MN 55408

Special Olympics
1701 K St. N.W., Suite 203
Washington, DC 20006

Sports for the Physically Disabled
333 River Rd.
Ottawa KIL 8B9
Canada

U.S. Association for Blind Athletes
55 W. California Ave.
Beach Haven Park, NJ 08008

U.S. Blind Golfers' Association
c/o Patrick Browne, Jr.
225 Baronne St., 28th Floor
New Orleans, LA 70112

OTHER ORGANIZATIONS

Alexander Graham Bell Association
for the Deaf, Inc.
3417 Volta Pl. N.W.
Washington, DC 20007

American Academy for Cerebral Palsy
and Developmental Medicine
1255 New Hampshire Ave. N.W.
Suite 1030
Washington, DC 20036

American Academy on Mental
Retardation
916 64th Ave.
East Tacoma, WA 98424

American Association on Mental
Deficiency
5201 Connecticut Ave. N.W.
Washington, DC 20015

American Deafness and Rehabilitation
Association
814 Thayer Ave.
Silver Spring, MD 20910

American Diabetes Association
600 5th Ave.
New York, NY 10020

American Foundation for the Blind.
Inc.
15 W. 16th St.
New York, NY 10011

American Orthotic and Prosthetic
Association
1444 N St. N.W.
Washington, DC 20005

Arthritis Foundation
3400 Peachtree Rd. N.E., Suite 1101
Atlanta, GA 30326

Crippled Children's Society of
Southern California
7120 Franklin Ave.
Los Angeles, CA 90046

Down's Syndrome Congress
8409 Wagon Wheel Rd.
Alexandria, VA 22309

Epilepsy Foundation of America
1828 L St. N.W.
Washington, DC 20036

Muscular Dystrophy Association, Inc.
810 7th Ave.
New York, NY 10019

National Amputee Foundation
12-45 150th St.
Whitestone, NY 11357

National Association for Retarded
Citizens
*Youth Associations for Retarded
Citizens
2709 Ave. E East
Arlington, TX 76011

National Easter Seal Society for
Crippled Children and Adults
2023 W. Ogden Ave.
Chicago, IL 60612

National Multiple Sclerosis Society
105 E. 42nd St.
New York, NY 10017

National Society for Autistic Children
1234 Massachusetts Ave. N.W.
Washington, DC 20005

National Spina Bifida Association
3433 S. Dearborn St., Suite 319
Chicago, IL 60604

National Tay Sachs and Allied Diseases
Association
122 E. 42nd St., Suite 3705
New York, NY 10017

Registry of Interpreters for the Deaf
Box 1339
Washington, DC 20013

*Divisions or associations within a larger organization

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

Bill Honig
Superintendent
of Public Instruction

January 14, 1985

Ms. Pat Dougan
SERN
650 University Avenue
Suite 201
Sacramento, CA 95825

Dear Pat:

The 1985 revised document "Physical Education for Individuals with Exceptional Needs" is an excellent guideline for adapted physical education.

The Physical Education and Athletics Unit of the Department of Education would be more than happy to recommend its use.

Please send me a new copy when possible. Thank you!

Sincerely,

Lew Pebbles
State Director
Physical Education
and Athletics
(916) 445-5527

LP:tlc

APPENDIX B

California Association for Health, Physical Education, Recreation and Dance

401 So. Hartz Avenue, Suite 203, Danville, CA 94526/3886 415/837-5545

G. ROBERT ROICE, PRESIDENT
12121 S. SKYLINE DRIVE
SANTA ANA, CA 92705
714/731-5467

JAMES R. BRIEN,
EXECUTIVE DIRECTOR

February 6, 1985

Mr. Steve Johnson
SERN Complex
Resource Service Center
650 University Ave. Room 201
Sacramento, CA. 95825

Dear Mr. Johnson,

I recently became aware of a SERN project for providing assistance in the area of Adapted Physical Education, including the development of a manual entitled Physical Education for Individuals with Exceptional Needs. I was very impressed with the comprehensive nature of this publication which includes everything from a legislation history to activities for individuals with special motor needs. You and your fine staff are to be commended for this undertaking which I know, when coupled with Inservice Training, will go far toward meeting many of the needs of our classroom teachers, administrators, and regular physical educators.

From recent discussions with Dr. Janet Seaman, I understand that SERN will be further expanding this project with a series of Master Trainer Workshops. This is an excellent idea and can provide a very needed means of edifying educators to the special motor needs of students and providing a vehicle for facilitating the delivery of adapted physical education services by trained specialists. On behalf of the California Association for Health, Physical Education, Recreation, and Dance, I want to applaud this project and add our complete and enthusiastic support for this undertaking. I believe that a joint venture of this type, supported by the combined efforts of SERN, the Special Education Office of the State Department of Education, and CAHPERD, will insure that the project is a success.

I look forward to a continued close and positive working relationship with SERN and hope that you will not hesitate to contact CAHPERD should you have additional need of our support and sponsorship.

Very Sincerely,

G. Robert Roice

G. Robert Roice
President

GRR:ibm

cc: Dr. Janet Seaman

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A Chartered Affiliate of the California Teachers Association, National Education Association, American Alliance for Health, Physical Education, Recreation and Dance

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of Maintenance and Operations in Public Schools (1986)	$6.75
Boating the Right Way (1985)	4.00
California Private School Directory	9.00
California Public School Directory	14.00
Circuit Training: A Physical Conditioning Program (1971)	1.00
Computer Applications Planning (1985)	5.00
Computers in Education: Goals and Content (1985)	2.50
Educational Software Preview Guide (1986)	2.00
Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools (1986)	4.50
Handbook for Planning an Effective Foreign Language Program (1985)	3.50
Handbook for Planning an Effective Mathematics Program (1982)	2.00
Handbook for Planning an Effective Reading Program (1983)	1.50
Handbook for Planning an Effective Writing Program (1983)	2.50
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
Physical Conditioning Through Water Exercises (1972)	1.00
Physical Education for Children Ages Four Through Nine (1978)	2.50
Physical Education for Individuals with Exceptional Needs (1986)	9.75
Physical Performance Test for California, 1982 Edition (1984)	1.50
Program Guidelines for Severely Orthopedically Impaired Individuals (1985)	6.00
Raising Expectations: Model Graduation Requirements (1983)	2.75
Reading Framework for California Public Schools (1980)	1.75
School Attendance Improvement: A Blueprint for Action (1983)	2.75
Science Education for the 1980s (1982)	2.50
Science Framework for California Public Schools (1978)	3.00
Science Framework Addendum (1984)	3.00
Standards for Scoliosis Screening in California Public Schools (1985)	2.50
Trash Monster Environmental Education Kit (for grade six)	23.00
University and College Opportunities Handbook (1984)	3.25
Visual and Performing Arts Framework for California Public Schools (1982)	3.25
Wet 'n' Safe: Water and Boating Safety, Grades 4—6 (1983)	2.50
Wizard of Waste Environmental Education Kit (for grade three)	20.00
Young and Old Together: A Resource Directory of Intergenerational Resources (1985)	3.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

A list of approximately 140 diskettes and accompanying manuals, available to members of the California Computing Consortium, may also be obtained by writing to the same address.

86 81325 84-88 03-0275 300 3-86 2M